

|                             | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|-----------------------------|---|---|---|---|---|---|
| Topic (s)                   | <u>Not all black and white</u><br>Noughts and Crosses- Malorie Blackman, The Flowers- Alice Walker, Strange Fruit – Billie Holiday, documentary on The Little Rock 9.   |   | <u>Mind-games</u><br>Anthology of poetry including Carol Ann Duffy, Simon Armitage, War poetry followed by the study of Macbeth   |   | <u>The Writer’s Craft</u><br>Of Mice and Men. Extracts from Bill Bryson, Roald Dahl, Susan Hill, Peter Benchley, Max Porter and Tim Bowler.   |   |
| Topic Objectives            | The year starts with the novel, Noughts and Crosses by Malorie Blackman. It picks up on societal themes of racism and social injustice studied in Y8 and combines with Black History Month (October). This flipped perspective of society allows students to question and address embedded racial biases. Student writing will examine Blackman’s authorial intent at text, sentence, and word level, aiming to imitate Blackman’s style successfully. Reading skills will be enhanced by integrating evaluation of the writer’s purpose and crafting intentions. |   | Concentrating on the theme of conflict, we begin with an anthology of poetry exploring it in a traditional sense with war poetry, then developing into the internal conflict in the poetry of Armitage and. Duffy. Comparative analysis skills are introduced. We move to Macbeth, exploring it through the lens of conflict. Learners focus on a more holistic analysis of the text that weaves together their analysis of language, structure, context, writer’s purpose, and theme and characterisation in a sustained critical appraisal of conflict. |   | The novella encompasses themes of prejudice in 1930s America before a more British-centric focus on literature at KS4. It allows learners to build on knowledge gained throughout the key stage. The study offers more opportunities for comparative analysis of Steinbeck’s crafting choices. The term finishes with a focus on writing skills that encourages students to perceive themselves as writers who make conscious crafting decisions. |   |
| Acquired Knowledge / Skills | Students will read chapters 1-48, considering free speech, prejudice, stereotyping, and attitudes to racial groups. In writing they will develop their ability to explore Blackman’s repertoire of language and structural devices to create tension and manipulate reader response. They will seek to deploy these learned skills effectively in a ‘new - unseen’ chapter.   | Students will read chapters 49-104. Learning will be supported by non-fiction and historical archive materials. Reading will focus on the evaluation skill using the ‘SPITE’ acronym, focusing on the writer’s use of setting, perspective, ideas, tone and events to create a meaningful text. | Students will enhance their study of the poetic form, and in particular the dramatic monologue. They will also study structural features of poetry (inc. enjambment), narrative voice and viewpoint. They will develop their use of comparative conjunctions and their understanding of punctuation to create subordination.  | Students analyse the theme of Conflict in Macbeth supported by contextual reading including the reign of James 1, beliefs in witchcraft, women in Jacobean England, The Divine Right of Kings and patriarchal power. Learners are challenged with the use of the whole text to explore conflict and more complex technical knowledge: Blank verse/ Soliloquy/Couplet/ Sonnet/ Hamartia/ Hubris/ Climax. | Students develop their comparative skills with focus on Steinbeck’s crafting of chapter 1 and 6 whilst reinforcing knowledge of key themes of power, racism, and patriarchal oppression in Of Mice and Men. Learning is supported by student led contextual research and recaps on pathetic fallacy/ foreshadowing/repetition of motifs/ sensory language/figurative language.  | Students widen writing skills by exploring a range of styles progressing from the pastiche writing intent of term 1 into developing an individualised style. This unit allows teachers to focus on revision of skills according to the needs of the class such as: complex sentences, subordination with multiple clauses, revision of tenses, writing perspective and deployment of a range of punctuation |
| Assessment                  | ✓ <b>Writing:</b> chapter in the author’s style. Assesses ability to write clearly and effectively in an organised way/write with care.   | ✓ <b>Reading:</b> Evaluate an extract. Assesses ability to select and retrieve information/ comment and offer a personal viewpoint on language and structure choices.   | ✓ <b>Writing:</b> comparative poetry assessment. Assesses ability to comment on language and structure/compare across texts and offer a personal viewpoint.   | ✓ <b>Writing:</b> The importance of conflict in Macbeth. Assesses ability to analyse authorial intent throughout the text, to produce a coherent, personal response on Shakespeare’s presentation of a key theme  | ✓ <b>Reading:</b> Comparative focus on extracts from ch1 and ch6- (Salinas River comparison). Assesses ability to comment on writer’s technique with personal viewpoint and compare across texts.   | ✓ <b>Writing:</b> Description of a place, real or imagined Assesses ability to write clearly and effectively in an organised way/ write with care.  |