



# Curriculum Narrative

<b>Subject:</b> English	<b>Year:</b> 9	<b>Author:</b> ODE
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Substantive Knowledge <i>Pupils will know</i>	Disciplinary Knowledge <i>Pupils will be able to</i>
<p><b>Key Threshold Concepts:</b></p> <p>Develop a personal and critical thesis about a text.</p> <p>Understand genre and the links between a text and its context.</p> <p>Consolidate and develop grammatical knowledge to support writing.</p> <p>Develop knowledge of literary terminology to deconstruct and analyse texts.</p>	<p><b>Subject Skills:</b></p> <p>To develop a personal and critical response to a literary text.</p> <p>To construct increasingly analytical paragraphs in essay writing.</p> <p>To integrate context into argument.</p> <p>To compare texts.</p> <p>To developing increasing formality, including an academic register.</p> <p>Writing a narrative.</p> <p>Writing persuasively in different forms.</p> <p>Telling stories in the oral tradition for an audience.</p> <p>How to comprehend and respond to unseen texts.</p>

<p><b>Subject Specific Knowledge and Sequencing:</b></p> <ul style="list-style-type: none"> <li>• <b>Gothic Reading and Writing</b> – Knowledge of generic conventions; study of key literary heritage Gothic text, Susan Hill- <i>The Woman in Black</i>, and extracts; writing in Gothic style</li> <li>• <b>War Poetry</b> – Knowledge of poetic techniques and forms; study of genre; backgrounds of writers and historical contexts</li> <li>• <b>Dystopian Fiction</b> – Knowledge of dystopian conventions; rhetorical devices used in a range of key literary texts, including <i>1984</i> and <i>The Giver</i>; approaching an unfamiliar extract</li> <li>• <b>Blood Brothers</b>- Knowledge of conventions of Drama; genre of tragedy; life and views of Russell; 20<sup>th</sup> century Britain; Thatcher; economic hardship and unemployment; class division; position of women; position of men</li> </ul>	<p><b>Prerequisites and Spiral Teaching:</b></p> <ul style="list-style-type: none"> <li>• Students will gain an understanding of Gothic and Dystopian generic conventions and be able to employ them in their own writing</li> <li>• Key areas of literary history</li> <li>• Variety of different text types</li> <li>• Understanding the political nature of literary text and the power of the written word</li> <li>• Understanding of the relationship between texts and the societies in which they were produced</li> <li>• Building on analysing the language of the text to understand the writer</li> <li>• Students will understand how to evaluate a text</li> </ul>
	<p><b>Cross-Curricular Knowledge Links:</b></p> <p><i>Geography – Industrialisation; USA; London, Liverpool</i></p> <p><i>History – Context of World War One, Propaganda, 1930s America, post-war Britain, Thatcher's Britain</i></p> <p><i>Politics</i></p> <p><i>Ethics</i></p>

<p><b>Reading Lists / Sources / Reading around the subject recommendations:</b></p> <ul style="list-style-type: none"> <li>• Above texts plus opportunities for further reading of Gothic texts: <i>Jekyll and Hyde</i>, <i>Dracula</i>, <i>Frankenstein</i>, <i>Jane Eyre</i>, <i>Wuthering Heights</i>, <i>The Tell Tale Heart</i></li> <li>• Further reading of Dystopian writers as well as poets of war</li> <li>• Further study of Russell's other plays</li> </ul>
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