



English

Key Stage 4 Framework for Learning

Year 9 2017-2018: Happy Foundations

Syllabus:

AQA English Language 8700

AQA English Literature 8702

Autumn 1

<p>Knowledge</p>	<p>Of Mice and Men</p> <p>This unit will give students an opportunity to study a novel. This novel is no longer part of the syllabus but will serve the purpose of being a text where the skills can be applied for Literature Paper 2 (LOTF). This will give students vital experience in knowing a text and being able to react to a question without a copy of the book to mirror the skills they will need for Literature Paper 2.</p> <p>The text is a novella and as such students can both enjoy the literary heritage of the text as well as the writer’s methods throughout. This unit will expose students to both GCSE English Language and GCSE English Literature skills.</p> <p>Students will engage with the characters and their relationships with each other, key events as well as considering the role of the overarching theme: the American Dream. There will be continuous cross referencing to other parts of the novella to emulate the new AQA exam style.</p>
<p>Skills</p>	<p>With this unit having a LITERATURE PAPER 2 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p>READING:</p> <ul style="list-style-type: none"> *Show an awareness of the writer’s methods *Embed subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay that develops ideas carefully *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the perceptions and ideas of the text *Embed a range of references to support their ideas <p>The nature of the exam will require students to engage with the text as a whole and is a closed-book exam. Students will need to understand the themes, characters and plotline in order to choose the question they feel most confident with and being insightful without an extract.</p> <p>WRITING</p> <ul style="list-style-type: none"> *Ensure that the writing of an essay demonstrates a clear awareness of how the novella is being used *QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed. <p>COMMUNICATION</p> <ul style="list-style-type: none"> *Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.
<p>Assessment</p>	<p>Marking Point 1: PARAGRAPH</p> <p>Students will complete an extract question that will emulate the exam:</p> <p>How does Steinbeck present the relationship between George and Lennie in the opening of the novella?</p> <p>OR</p> <p>How important is setting in the opening of the novella?</p> <p>Marking Point 2: ESSAY</p> <p>Students will complete an essay response that focuses on Literature Paper 2 skills. Students should be presented with a thematic or character based question to further their knowledge of how to craft a successful response. For example,</p>



	<p>To what extent is <i>Of Mice and Men</i> a violent novella? OR How is Lennie presented as a key character?</p> <p>Marking Point 3: ESSAY Students will complete an essay response that focuses on Literature Paper 2 skills. Students should be presented with a choice between two questions to mirror the Literature Paper 2 exam.</p> <p>How does Steinbeck explore the theme of marginalization? OR How is Curley’s Wife presented as an important character?</p>
<p>Cultural enrichment</p>	<p>Enrichment opportunities will extend students’ awareness of how literature is used in society.</p> <p>Thematically, the novella deals with many issues that are still relevant today such as: poverty, race, gender, ageism. These will be used as talking points to allow students to further understand the writer’s overall message and to engage with the contextual considerations of a text.</p> <p>All students are welcome to attend after school clubs that are on offer in the department. Each enrichment opportunity will target a wide variety of students at every level.</p> <p>Debate Club should be pushed during this time as the nature of the book allows for quite a lot of discussion around topics students will be passionate about. This will open opportunities to participate in competitions.</p>
<p>Character</p>	<p> QoS – Empathy</p> <p>Empathy: Students are required to put themselves in the position of different groups of people living in 1930s America and to really imagine what it would be like to exist at that point in history. This will occur in Week 2 when the reading of the novella is truly underway. Students will be able to reflect on each character and the position they are in. They should consider whether they have a choice in the matter.</p>
<p>Autumn 2</p>	
<p>Knowledge</p>	<p>What makes us human? This unit will aim to combine studying a variety of fiction and non-fiction texts and the AQA GCSE Language Paper 2. This will allow students to answer a range of questions that directly links to their GCSE studies but also reflects and builds on the Language papers studied in Years 7 and 8.</p> <p>Students will engage with both reading and writing mark schemes as well as being given opportunities to develop their oracy skills. This will enhance their ability to develop their own personal opinions on current and historical topics.</p>
<p>Skills</p>	<p>With this unit having a LANGUAGE PAPER 2 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p>READING *Study the effects language and structure have on a text. *Read for meaning *Summarise key ideas from a range of texts and offer some comparison too *Plan essays successfully *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Identify writers’ methods and comment on/analyse the effects of these choices *Compare texts together by looking specifically at writers’ viewpoints and perspectives *Form a convincing opinion on a text and justify it in essay form</p> <p>Students need to be introduced to a wide range of texts that include opinions and viewpoints – both from 20th/21st century and 19th century. This is a good opportunity to practice some key reading skills in preparation for the study of <i>Jekyll and Hyde</i> to boost resilience in reading older texts.</p> <p>WRITING</p>



	<p>*Respond to a discursive writing task thinking carefully about the audience and purpose in particular when considering their language and structural choices</p> <p>*Use a range of language and structural devices to create specific effects</p> <p>*Create engaging pieces of writing that contain relevant and imaginative ideas</p> <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers learners writing legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed.</p> <p>Students should be reminded of the need to consider the text type of the text they are tasked with producing and adhering to the formalities of each type of writing to ensure they are getting the required marks for 'Purpose'.</p> <p><u>COMMUNICATION</u></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p> <p>This could help students to build Oracy skills through debating and reading speeches.</p>
<p>Assessment</p>	<p><u>Marking Point 1:</u> ESSAY</p> <p>Students will be asked to write a discursive piece of writing in response to the following task. 'Cloning humans will only lead to the destruction of the human race'. Write a letter to a broadsheet newspaper to explain your view on this statement.</p> <p><u>Marking Point 2:</u> PROGRESS TEST Discursive writing</p> <p>Students will be asked to write a discursive piece of writing in response to the following task. 'We are too reliant on technology to the point we are regressing as humans' Write a speech to argue your view on this statement.</p> <p><u>Marking Point 3:</u> PARAGRAPH</p> <p>Students will be asked to complete part of a reading section of LP2 which will require them to read two sources.</p> <p><u>Marking Point 4:</u> PEER ASSESSED PARAGRAPH</p> <p>Students will be asked to complete part of a reading section of LP2 which will require them to read two sources.</p>
<p>Cultural enrichment</p>	<p>Enrichment opportunities will extend students' awareness of the physical, metaphorical and cultural implications of being human. There is a range of non-fiction texts to enable students to debate ideas and to explore the concepts in more detail.</p> <p>Debate club would be a good extra curricular activity to promote here as the topic lends itself well to discussion of complex ideas.</p>
<p>Character</p>	<p></p> <p>QofS – Optimism</p> <p><u>Optimism:</u></p> <p>Students will be encouraged to be positive at the start of the term about the upcoming year and be aware of how much you have progressed in Year 8.</p>
<h2>Spring 1</h2>	
<p>Knowledge</p>	<p><u>Jekyll and Hyde</u></p> <p>This unit will explore the novel <i>Jekyll and Hyde</i> and will be the first text covered as an assessed GCSE unit.</p> <p>Students will sit this exam at the end of Year 10 as part of their English Literature GCSE. As such, it is important that students view their exercise books as revision guides and make important notes and summaries about the text.</p> <p>The content of the module will allow students to become acquainted with the characters and their role in the narrative. The events that occur as Hyde becomes more powerful will be explored.</p> <p>It will be interesting to compare how students view Jekyll as the novel progresses and who is ultimately to blame for the urban terror that is created by one man's desire to further his knowledge.</p>



<p>Skills</p>	<p>With this unit having a LITERATURE PAPER 1 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> *Show an awareness of the writer’s methods *Embed subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay that develops ideas carefully *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the perceptions and ideas of the text *Embed a range of references to support their ideas <p>The nature of the exam will require students to engage with an extract in order to respond to a question. They must be reminded that although the extract will provide them with some context and the ability to analyse, that it is up to them to know the plot and how the focus of the question is explored elsewhere in the story.</p> <p><u>WRITING</u></p> <ul style="list-style-type: none"> *Ensure that the writing of an essay demonstrates a clear awareness of how the novella is being used *QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed. <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> *Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.
<p>Assessment</p>	<p><u>Marking Point 1:</u> ESSAY Students will complete an extract question which will prepare them for the nature of Literature Paper 1.</p> <p>How does Stevenson present Mr Utterson in the opening chapter? Or How does Stevenson use setting to interest the reader?</p> <p><u>Marking Point 2:</u> ESSAY Students will complete an extract question which will prepare them for the nature of Literature Paper 1. Read the extract from Chapter __ and then answer the question that follows. Starting with this extract, how does Stevenson create a sense of ____ <u>Write about:</u></p> <ul style="list-style-type: none"> • how Stevenson creates a sense of ____ in this extract • how Stevenson create a sense of ____ in the novel as a whole. <p><u>Marking Point 3:</u> PARAGRAPH Students will complete an extract question which will prepare them for the nature of Literature Paper 1. Read the extract from Chapter 8 and then answer the question that follows. Starting with this extract, how does Stevenson create a sense of fear? <u>Write about:</u></p> <ul style="list-style-type: none"> • how Stevenson creates a sense of fear in this extract • how Stevenson create a sense of fear in the novel as a whole.
<p>Cultural enrichment</p>	<p>Enrichment opportunities for this will come from students being give the chance to study/ read a range of gothic literature from the 19th century. They will explore and present their findings.</p> <p>Students will be engaged by being exposed to theories that link to the ideas in the novella to give some real-life context. This will serve to offer an extra dimension to the novel they are reading.</p>
<p>Character</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Practice & Resiliency</p> <p><u>Practice:</u></p>



	<p>Students, throughout all weeks, should be reminded of the importance of practice when improving skills. Students will be required to complete progress checks of the work they have completed to ensure that they are aware of how to improve and how to embed new learning.</p> <p>Resiliency: Students should be encouraged to be resilient when encountering language that they are not used to, as well as exploring ways to read around words they are unsure of.</p>
<h2>Spring 2</h2>	
Knowledge	<p><u>Completion of Dr. Jekyll and Mr. Hyde and THEN START SHAKESPEARE UNIT.</u> (For more information on J&H see previous column)</p> <p><u>Shakespeare - Henry IV</u> This unit will give students an opportunity to study a Shakespeare play before studying Macbeth for GCSE in Year 10.</p> <p>The text is a play, but will be taught using a performed version (to allow students to reference the story as a whole as per the GCSE specification) as well as extracts so students are not confused by too much exposition, rather focusing on Shakespearean language and the skills needed to succeed.</p> <p>Students will engage with the characters and their relationships with each other, key events as well as considering the role of overarching themes and contextual factors. There will be continuous cross referencing to other parts of the play to emulate the AQA exam style.</p>
Skills	<p>With this unit having a LANGUAGE PAPER 1 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><u>READING</u> <ul style="list-style-type: none"> *Study the effects language and structure have on a text. *Read for meaning *Plan essays successfully *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Identify writers' methods and comment on/analyse the effects of these choices *Form a convincing opinion on a text and justify it in essay form </p> <p>This is a good opportunity to practice some key reading skills in preparation for the study of Macbeth in Y10 to boost resilience in reading Shakespeare and practicing the exam skills. Students will be given the plotline before reading to allow them to access the story so they can more specifically focus on the required skills.</p> <p><u>WRITING</u> <ul style="list-style-type: none"> *Respond to a creative writing based task thinking carefully about the audience and purpose in particular when considering their language and structural choices *Use a range of language and structural devices to create specific effects *Create engaging pieces of writing that contain relevant and imaginative ideas *QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers learners writing legibly with accurate spelling, punctuation and grammar. The ability to write in a concise way with appropriate vocabulary choices will also be assessed. </p> <p><u>COMMUNICATION</u> <ul style="list-style-type: none"> *Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work. </p> <p>With this unit ALSO having a LITERATURE PAPER 1 FOCUS, students will develop the following additional reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><u>READING:</u> <ul style="list-style-type: none"> *Embed subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay that develops ideas carefully *Understand the context of a text and how that links with the perceptions and ideas of the text *Embed a range of references to support their ideas </p>
Assessment	<p><u>Marking Point 1:</u> <u>PROGRESS TEST</u> Students will complete an extract question which will prepare them for the nature of Literature Paper 1.</p>



	<p>Starting with this extract, how does Stevenson present Hyde as a violent character?</p> <p>Write about:</p> <ul style="list-style-type: none"> • how Stevenson presents Hyde as violent in this extract • how Stevenson presents Hyde as violent in the novel as a whole. <p>Marking Point 2: PARAGRAPH</p> <p>Students will complete an extract question which will prepare them for the nature of Literature Paper 1.</p> <p>In Chapter 10, how does Stevenson present ideas about the duality of human nature?</p> <p>Write about:</p> <ul style="list-style-type: none"> • how Stevenson presents ideas about the duality of human nature in this extract • how Stevenson presents ideas about the duality of human nature in the novel as a whole.
<p>Cultural enrichment</p>	<p>Students will be studying Macbeth in Year 10 for their Literature Paper 1 exam and so a timely reminder of Shakespearean context and language should help their study the following year.</p>
<p>Character</p>	<div style="text-align: center;">   </div> <p>QoS – Creativity & Curiosity</p> <p>Curiosity: What was Shakespeare inspired by? Use pictures from the time period to infer from. Week 1 will focus on imagery to link to context.</p> <p>Creativity: Students will be encouraged to engage with a text that will allow them to craft a descriptive response. Their ability to come up with creative inferences will also be developed through this unit.</p>
<h2>Summer 1</h2>	
<p>Knowledge</p>	<p>Completion of Shakespeare unit and THEN START Poetry Anthology AND unseen. (For more information on the Shakespeare unit see previous column)</p> <p>Poetry (using an anthology) This unit will explore a collection of poems, both literary heritage and contemporary. The choice of poetry will span across centuries (19th /20th and 21st) to ensure that students are being exposed to a range in preparation for Year 10. This SOW will also include a selection of ‘Love and Relationship’ poems from the AQA GCSE Anthology to give students exposure to these poems early to make revision for Literature exams easier for Year 10.</p> <p>The poems will be thematically linked to ensure that the students can compare poetry as well as analyse a piece separately as is demanded in the GCSE Literature exam.</p> <p>Students will engage with how the writers have chosen to express their own views of the world and be asked to respond accordingly. The ability to use evidence to support their interpretations is encouraged. Being able to sustain an interpretation by using a range of ideas will show a convincing awareness of the poems.</p>
<p>Skills</p>	<p>With this unit having a LITERATURE PAPER 2 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p>READING:</p> <ul style="list-style-type: none"> *Show an awareness of the writer’s methods *Embed subject terminology confidently when analysing poetry *Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay that develops ideas carefully *Analyse the use of language and its impact on the reader *Understand the context of a poem and how that links with the perceptions and ideas of the text *Compare texts together by looking specifically at writers’ methods and messages *Embed a range of references to support their ideas <p>Students will need to be reminded that although one poem will be in their exam booklet, they need to be able to make a range of links in order to choose a relevant and appropriate poem to compare it to.</p> <p>WRITING</p> <ul style="list-style-type: none"> *Ensure that the writing of an essay demonstrates a clear awareness of the wider ideas the poetry conveys.



	<p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar.</p> <p><u>COMMUNICATION</u></p> <p>*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work.</p>
Assessment	<p><u>Marking Point 1:</u> <u>(Shakespeare)</u> ESSAY Students will be given the chance to respond to a Literature paper 1 style question with an extract.</p> <p><u>Marking Point 2:</u> <u>(Shakespeare)</u> ESSAY Students will be given the chance to respond to a Literature paper 1 style question with an extract.</p> <p><u>Marking Point 3:</u> <u>(poetry)</u> PARAGRAPH Students will be asked to respond to the following question which will prepare them for the poetry anthology section of Literature Paper 2. How do the poets present unrequited love in ‘When We Two Parted’ and ‘Neutral Tones’?</p>
Cultural enrichment	<p>Students can follow on Shakespearean study with some of the poems they will be examined on in Year 10. This will expose them to more ideas and themes within literature, using poems as inspiration and stimuli.</p> <p>Poetry work shops will be created to ensure students are gaining a varied knowledge of the poetry that is currently being written.</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Responsibility & Reflection</p> <p><u>Reflection:</u> Students will need to reflect on their understanding of context of the poems in order to express a full understanding of writer’s choices.</p> <p><u>Responsibility:</u> Being aware that the course of this year will focus on introducing and building on GCSE skills needed for Year 10. They should be aware that Week 1 will go through this in detail and will be reflected on after every assessment piece. Exercise books should be presentable with detailed notes for revision purposes. Students will be responsible to complete progress checks to reflect on their own progress.</p>
Summer 2	
Knowledge	<p><u>Completion of Poetry and Violence (summative)</u> Where appropriate, students will complete their study of poetry before completing a summative exam on poetry comparison that coincides with the Internal Exam fortnight.</p> <p><u>Violence</u> This unit will explore fiction texts from the Nineteenth, Twentieth and Twenty First Centuries; all linked under the theme of violence.</p> <p>This module will enable students to reflect on both their Language and Literature skills that they have been honing since September, with a focus on Language Paper 1 skills. This is a key revision skill that they will need to practice with the introduction of linear exams at Key Stage 4.</p> <p>Students will be asked to develop their independence when they analyse in terms of expressing verbally: in a developed and detailed way. Students will defend their opinions and answer questions based on their reading of a text.</p> <p>Current affairs will also be employed to complement this module to ensure <i>cultural capital</i> is a main factor within the lessons.</p>



Skills	<p>With this unit having a LITERATURE PAPER 2 FOCUS, students will develop the following reading, writing and communication skills within lessons to prepare them for the unseen nature and rigor of this exam; in particular, their ability to:</p> <p><u>READING:</u></p> <ul style="list-style-type: none">*Show an awareness of the writer's methods*Embed subject terminology confidently when analysing poetry*Plan essays successfully to ensure that they are thoughtful and developed*Structure a coherent and sophisticated essay that develops ideas carefully*Analyse the use of language and its impact on the reader*Understand the context of a poem and how that links with the perceptions and ideas of the text*Embed a range of references to support their ideas <p><u>WRITING</u></p> <ul style="list-style-type: none">*Ensure that the writing of an essay demonstrates a clear awareness of the wider ideas the poetry conveys. <p>*QWC will be assessed on each assessment. The Quality of Written Communication (QWC) refers to written responses where learners are able to write legibly with accurate spelling, punctuation and grammar.</p> <p>Students need to be more resilient when it comes to planning a response for their descriptive piece. Time well spent on planning and working on the image can help them to easily pick up marks for organisation.</p> <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none">*Communication skills will be developed to ensure that students can express the differences in the skills required at KS4. This will ensure that students understand and can apply them to their own work. <p>FOR INFORMATION ON THE SUMMATIVE UNIT – PLEASE SEE THE COLUMN FOR SPRING 2.</p>
Assessment	<p><u>Marking Point 1:</u> (poetry): PARAGRAPH</p> <p>Students will be given the opportunity to respond to a Literature Paper 2 style question on poetry anthology – they will be expected to COMPARE two of the poems in relation to a specific question.</p> <p><u>Marking Point 2:</u> PROGRESS TEST</p> <p>Students will be given the opportunity to respond to a Literature Paper 2 style question on poetry anthology – they will be expected to COMPARE two of the poems in relation to a specific question.</p> <p><u>Marking Point 3:</u> ESSAY</p> <p>The task will focus on writing a descriptive opening to the students' own short story. Students will be given an image or a statement based on the topics studied so far. This task will help prepare them for the writing section of Language Paper 1.</p>
Cultural enrichment	<p>Debate Club should be pushed during this time as the nature of violence in literature allows for quite a lot of discussion around topics students will be passionate about. This will open opportunities to participate in competitions.</p> <p>ELE will last for 3 days.</p>
Character	<p></p> <p>QoS – Motivation</p> <p><u>Motivation:</u></p> <p>Students need to be mindful of the fact that despite it being the end of the year, the summative unit requires attention to spot any knowledge gaps. Have students created revision cards/materials for <i>Jekyll and Hyde</i>?</p>