

ASHTON COMMUNITY SCIENCE COLLEGE: ENGLISH CURRICULUM

Year 9			
	Term 1	Term 2	Term 3
Knowledge	<p><u>Topic:</u> Can you ever be too ambitious? Macbeth – William Shakespeare</p>	<p><u>Topic:</u> How far does your social situation define your future? Blood Brothers – Willy Russell</p>	<p><u>Topic:</u> Can a text ever really capture someone's feelings or experiences? Heroes – Robert Cormier</p>
Skills/ application of knowledge	<ul style="list-style-type: none"> ▪ Jacobean England ▪ Women's rights throughout history ▪ Witches and superstition: how did this impact Jacobean England? ▪ The significance of the context of a text in relation to the impact of the text on the audience. ▪ How is a theme presented throughout a play? ▪ How does Shakespeare create character constructs? ▪ Demonstrate an understanding of the main ideas, events and themes in Macbeth and the importance of the text's structure ▪ Recognise the moral decline of Macbeth's character. ▪ Understand the significance of regicide to a Jacobean audience ▪ Analyse the importance of the witches throughout the play ▪ Be familiar with the structure of a tragedy play. ▪ Understand the persuasive and manipulative nature of Lady Macbeth ▪ Explore how Lady Macbeth does not adhere to stereotypical gender roles of the time. ▪ Understand how power can lead to corruption ▪ Explore Macbeth's guilt in a spoken language presentation 	<ul style="list-style-type: none"> ▪ Stage direction and structure and how it impacts meaning ▪ Understand and appreciate social setting and how it impacts young people ▪ Empathy and sympathy for characters and their situations ▪ How Russell uses stereotypes to portray the themes of social class and inequality ▪ Exploring the impact of 1970s/80s England on the play ▪ Analysis of Mrs Johnstone and Mrs Lyons ▪ Comparison of Mickey and Eddie's childhoods/education ▪ Features of persuasive writing and letter writing. ▪ Exploring the play's themes ▪ Crafting a literary analysis ▪ Descriptive writing based on the experience of a factory worker ▪ Comparing the differences between Mickey and Edward's lives through evaluative literature responses ▪ Russell's purpose as a writer and his social message 	<ul style="list-style-type: none"> ▪ The importance of empathy when looking at alternative perspectives ▪ To form a sophisticated and informed opinion ▪ To understand how character contrasts and character development can shape perception ▪ How contextual understanding can shape meaning (World Wars, PTSD, identity etc) ▪ How poets use form and structure to craft meaning ▪ Comparing poetry with a focus on language, structure and context ▪ Key poetic terminology and vocabulary ▪ Exploring a poet's intentions behind the crafting of their poetic voice - to form an opinion ▪ Exploring varying forms and how meaning can be created through genre/form ▪ Comparing texts with a focus on language, structure and context ▪ Summarising texts ▪ Exploring sentence structures and how these can be manipulated for effect ▪ To explore and use more sophisticated punctuation such as hyphens and semi-colons ▪ Exploring how sophisticated structural devices help to shape and define character or voice ▪ To explore perspectives towards war ▪ To understand the importance of editing and redrafting creative writing
Links to prior learning	<ul style="list-style-type: none"> ▪ The role of women in society/gender roles ▪ Toxic masculinity ▪ Shakespeare's theatre ▪ Power, corruption, and ambition 	<ul style="list-style-type: none"> ▪ Social inequality ▪ Structure of a play and importance of stage direction ▪ Persuasive writing 	<ul style="list-style-type: none"> ▪ Structure in narrative writing ▪ Identity and how writers create this in a character ▪ Ambition and power
Assessment	<ul style="list-style-type: none"> ▪ Context recall task ▪ SQL (summary of differences) between non-fiction witches satellite texts. Comparison. ▪ Character analysis ▪ Spoken language 	<ul style="list-style-type: none"> ▪ Context quiz ▪ Theme exploration task ▪ Persuasive letter 	<ul style="list-style-type: none"> ▪ Structure question ▪ Vocabulary task ▪ Flashback narrative (as part of EOY exam) ▪ Poetry assessment