

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