

ENGLISH	YEAR 9				
	TERM 3 UNIT 3				
<b>Scheme Title</b>	<b>Outsiders, Inequality and Prejudice</b>				
<b>Purpose of Scheme</b>	Focus on how prejudice and outsiders are presented in a variety of fiction, drama and non-fiction texts, with a main focus on reading the novel 'Of Mice and Men'.				
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• what is meant by 'prejudice' and being 'other'</li> <li>• what is meant by the term 'context' and the impact this has on pupils' understanding of a text</li> <li>• that texts written at different time periods can be seen together to build up a picture of our understanding of the world</li> <li>• the impact refugees have had on our society</li> <li>• the features of reportage</li> <li>• the effects of our language choices</li> <li>• how and why the patriarchy affects the portrayal of women in literature</li> <li>• the importance of gender equality</li> <li>• how to identify analogy and symbolism</li> </ul>				
<b>Skills</b>	<ul style="list-style-type: none"> <li>• research independently and with focus</li> <li>• present their ideas orally, summarising their views with brevity and clarity</li> <li>• write about the effects of writers' choices with confidence</li> <li>• give their opinions using higher order terminology</li> <li>• discuss sensitive issues with maturity</li> <li>• make inferences about texts and identify semantic fields</li> <li>• vary their sentences to create structure and tone</li> <li>• create empathy and narrative voice in their writing</li> <li>• make a sustained comparison of texts (in terms of viewpoint, techniques, genre and tone)</li> <li>• annotate a text effectively and independently</li> <li>• adapt their writing to suit different audiences, purposes and styles</li> <li>• plan, draft and proof-read when writing creatively</li> <li>• empathise with marginalised characters</li> </ul>				
<b>Keywords</b>	<ul style="list-style-type: none"> <li>• Prejudice</li> <li>• Refugee</li> <li>• Dehumanising</li> <li>• Context</li> <li>• Consonance</li> <li>• Dramatic irony</li> </ul>	<ul style="list-style-type: none"> <li>• Patriarchy</li> <li>• Itinerant</li> <li>• Persecution</li> <li>• Inference</li> <li>• Sibilliance</li> <li>• Extended metaphor</li> </ul>	<ul style="list-style-type: none"> <li>• Marginalised</li> <li>• Displaced</li> <li>• Misogyny</li> <li>• Semantic field</li> <li>• Plosives</li> </ul>	<ul style="list-style-type: none"> <li>• Refugee</li> <li>• Reportage</li> <li>• Repression</li> <li>• Motif</li> <li>• Aristotle's appeals</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Asylum</li> <li>• Derogatory</li> <li>• Empowerment</li> <li>• Symbolism</li> <li>• Narrative voice</li> </ul>

<b>End Point</b>	Pupils can recognise bias and prejudice, both in texts and in the world around them. They understand the importance of equality and that being 'other' is a still being part of society.
<b>Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Formative assessment regularly (minimum once every third week)</li> <li>• Mid point of unit - summative assessment focusing on keywords, knowledge and skills covered in first half of unit</li> <li>• End of unit - summative assessment focusing on keywords, knowledge and skills covered in second half of unit</li> </ul>