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| Year 9 | **Topic: Poverty across time**  **Period:** Autumn 1 |
| **Overview of topic:**  The purpose of this term’s work is to build a foundation of knowledge about 19th Century Britain and further develop students’ transactional writing and ability to analyse language and structure. Students will study a range of 19th Century and 20th Century Literary and non-literary texts and elicit the authorial intent in view of the contextual factors associated with the era. This knowledge will assist in the study of *A Christmas Carol* by Charles Dickens in Year 10. Students then go on to study *Our Day Out* by Willy Russell and consider whether the idea of poverty is still as prevalent across different time periods. | |
| **Key** **knowledge:**  -Education – lack of universal literacy, ragged schools and the representation thereof by Charles Dickens amongst others.  -The Poor Law and the treatment of people living in poverty.  -The impact of the Industrial Revolution, such as the movement of people from rural to urban settings, and the literary response by writers such as the Romantic poets.  -The ongoing impact of issues such as these in contemporary literature such as *Our Day Out* by Willy Russell.  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | **ideology**  **poverty**  **destitute**  **formal**  **injustice**  **capitalism**  **socialism**  **social class**  **prevalent**  **oppression** | **oxymoron**  **juxtaposition**  **stanza**  **repetition**  **rhetorical question**  **direct address**  **triple**  **statistics**  **dramatic monologue** | | **Key skills:**  AO1  How to read and understand at word and sentence level, the meaning of a challenging 20th Century text.  How to cope with understanding challenging and unfamiliar words in a sentence.  How to pin your response to a key concept or idea  How to actually answer the question posed.  AO2  How to select appropriate quotations.  How to pick out individual words and techniques from the quotation.  How to make a comment on the effect of individual words and techniques from the quotation.  Speculation and alternative interpretation.  AO3  How to comment on what society was like when Steinbeck was writing.  How to explain the writer’ opinions and ideas and how the text is used to show the audience their thoughts and ideas.  AO5  How to organise your work into paragraphs  How to choose appropriate information and content for your audience and purpose  How to write in the correct format for your audience  How to create a sense of voice in your writing  A06  How to punctuate accurately  How to choose interesting and effective vocabulary for deliberate effect  How to structure sentences for deliberate effect |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  -Publicise all age-appropriate writing competitions.  - Careers link to transactional writing in practice.  -Careers link to political views and opinions expressed in the texts studied. | **Key reading skills taught: clarify, question, summarise, predict**  **Key texts: various 19th century fiction and non-fiction texts. *Our Day Out* by Willy Russell.**  **Wider Reading Opportunities/Links:**  National Curriculum: range of fiction and non-fiction; poetic conventions; vocabulary; textual reference; inference; writing for audience and purpose; seminal world literature; author study, study of pre 1914 texts; study of modern play script  Cross-curricular: The knowledge you gain will help you in subjects such as History and Citizenship. |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |