

<p>etymology of the following words:</p> <p>Tier 3 vocabulary naturalistic drama dialogue –realistic stage directions - detailed genre -Detective -whodunnit -crime -thriller -Morality Play sin hell gluttony avarice wrath envy lust sloth pride virtue heaven humility charity chastity gratitude patience diligence temperance moderation tragedy flaw suffering inevitability satire didactic</p> <p>Tier 2 vocabulary responsibility authoritarian v authoritative selfish selfless flirtatious indulged vain</p>	<p>etymology of the following words:</p> <p>Tier 3 and 2 vocabulary See previous half term</p> <p>Contextual and Cultural Knowledge: J.K. Rowling’s background – rural Glos. Death of mother in early 20s. Interest in human rights; worked for Amnesty International. Domestic abuse in her marriage. Single parent in Edinburgh; poor and depressed, Now successful - Harry Potter books. Philanthropist. Novel - comedy of manners (Austen influence), satire of rural England.</p> <p>Textual Knowledge: The Novel/Series Plot Settings Characters Themes</p>	<p>etymology of the following words:</p> <p>Tier 3 vocabulary utopia dystopia science fiction theme allegory flashback back story</p> <p>Tier 2 vocabulary controversial government power politics society hierarchy proletariat totalitarianism tyranny dictator/despot/ authoritarianism uniformity diversity individuality uprising/rebellion/ revolution treason extraterrestrial beings technology Armageddon apocalypse moral/ethical perspective didactic</p>	<p>etymology of the following words:</p> <p>Tier 3 vocabulary genre – murder mystery thriller whodunnit romance eco-fiction cli-fi bildungsroman (the psychological and moral growth of the main protagonist from childhood to adulthood) Coming of Age novel sympathetic and unsympathetic (re. characterisation)</p> <p>Tier 2 vocabulary crawdad crayfish marsh swamp creek flora and fauna shack fire tower white trash deprived abuse coercive relationship butt of anger</p>	<p>etymology of the following words:</p> <p>Tier 3 vocabulary Headline Lead paragraph or topic sentence Rhetorical question Emotive language Personal anecdote Antithesis Hyperbole</p> <p>Tier 2 vocabulary Controversial Fatal On suspicion Suspect In custody Lawless Capital punishment Corporal punishment Deterrent Justice Imprisonment Moral dilemma Stewardship Anthropocentrism (human superiority) Anthropomorphic</p> <p>Contextual and Cultural Knowledge:</p>	<p>etymology of the following words:</p> <p>Tier 3 vocabulary rhetoric –effective communication orator eloquent diction</p> <p>Tier 2 vocabulary Civil Rights Movement (50s and 60s USA abolitionist feminist plus those appropriate to their chosen topic; students will construct a glossary.</p> <p>Contextual and Cultural knowledge: The Art of Rhetoric origins Ancient Greece and in the Roman Empire – feature of democracy – important in politics and law Sophists 600 BCE Cicero’s five canons, or tenets, of rhetoric: -- invention, arrangement,</p>
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<p>shallow naive arrogant self – righteous uncompromising deceitful manipulative hypocritical social status empathetic compassionate assertive redeemed humanist</p> <p>Contextual and Cultural Knowledge: The origins of tragedy The emergence of social tragedy in the 20th century The Christian Morality Play Christian teaching on morality – the Seven Deadly Sins and Heavenly Virtues Priestley’s background and politics - socialism – the Commonwealth Party</p>	<p>Writer’s craft – language and techniques eg, symbolism</p> <p>SPaG Knowledge</p> <p>As for last half term</p>	<p>Contextual and Cultural Knowledge: The Russian Revolution The Rise of Communism and Fascism Eugenics Scientific Progress Genetic Engineering In Vitro Fertilization Artificial Intelligence Nuclear War Global Warming Technological advances including research about Space and the Universe Contemporary Issues/Problems</p> <p>Textual Knowledge Plot Settings Characters Themes Writer’s craft – language techniques The conventions of sci-fi and dystopian writing</p> <p>SPaG Knowledge</p>	<p>alcoholic womaniser quarterback sexual assault privileged judgemental prejudiced discriminatory racist charitable coroner jury defence attorney culpable incarceration nom de plume</p> <p>Contextual and Cultural Knowledge: First fiction novel – 1 million copies sold - author 70 and 22 years in Africa wildlife conservation Zambia - husband and son wanted for suspected murder of a poacher – see short story The Hunted Set in mid 20th century North Carolina –</p>	<p>Current rise in violent crime in London Information about animals in Africa from valid dependence on to exploitation of Extinction</p> <p>Textual Knowledge Exposure to a selection of informative and rhetorical/persuasive non-fiction extracts/texts eg. murder of pensioner Aug 2022 and issue of punishment, “Spare the Fox” article and story of Owens in Zambia (The Deadly Game documentary and The Hunted) and issue of human vs animal rights</p> <p>SPaG Knowledge</p> <p>Word classes: Synonyms to upgrade vocabulary</p>	<p>style/performance memory delivery In 300s BCE Aristotle’s rhetorical triangle - to be persuasive need to appeal to the following: logos -logic/reason pathos –emotion ethos-morality</p> <p>Textual Knowledge</p> <p>Study of well- known speeches: Steve Jobs’ Stanford commencement speech, Stay Hungry, Stay Foolish” (2005) and Macworld 2007 iPhone Launch Churchill’s, “We shall fight on the beaches” (1940) and Elizabeth I’s Tilbury Speech (1588) Martin Luther’s “I have a dream” (1963) and Sojourner Truth’s “Ain’t I a Woman” (1851) performed by Kerry Washington</p>
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<p>Time play written – 1945 and Labour’s introduction of the Welfare State Time play set -1912 Gap between rich and poor Inequality Industrialisation Exploitation Alienation Strikes Titanic Threat of war</p> <p>Textual Knowledge The playscript, “An Inspector Calls” -BBC film version of play with Thewlis as the inspector -Stephen Daldry’s stage version at the theatre, if possible - Short accounts about the playwright and the historical background of when the play was written and set</p> <p>SPaG Knowledge Word Classes Child-like language</p>		<p>Word classes and sentence types: Modifying nouns to enrich writing though use of: adjectives noun and extended noun phrases proper noun phrases relative clauses Creating of viewpoint through use of: pronouns related determiners concrete and abstract nouns verbs Conveying of relationships through use of: reporting verbs adverbs</p> <p>Punctuation (revision of): Full stops Capital letters Commas Apostrophes Semi-colons</p>	<p>snobbery racism – the Green Book</p> <p>Textual Knowledge The novel – Plot Settings Characters Themes Writer’s craft – language and techniques eg, symbolism The 2022 film</p> <p>SPaG Knowledge</p> <p>Sentence Types: Focus on -construction of vivid descriptions and use of complex sentences</p> <p>Use of 3rd person mainly single perspective – Kya’s but allows for others too</p> <p>Punctuation: Focus on wide range of and effect of as appears in the novel</p>	<p>Sentence Types: Abbreviating sentences through use of adjectives and adverbs, as well as using nouns and verbs as adjectives Two- and three-word sentences Adding in detail using subordinate clauses Use of direct and indirect quotations Use of 1st person plural pronouns and 2nd person</p> <p>Punctuation: Use of for effect eg. commas, semi-colons and colons (inc in speech)</p> <p>Spelling: Vocabulary listed in this unit</p>	<p>Greta Thunberg’s speech to the UN in 2019 and Severn Suzuki’s in 1992</p> <p>Ted talks on issues of interest</p> <p>Comedians eg James Acaster Michael McIntyre Sarah Millican, “Email from my school bully” first part</p> <p>• SPaG Knowledge</p> <p>Word Classes: Semantic fields Synonyms Puns Emotive</p> <p>Sentence types: Rhetorical questions Quoting experts Repetition/Anaphora Lists Use of 1st person plural and 2nd person</p>
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<p>(Sheila) and how more mature later Slang/Colloquialism (young characters) Standard and formal English</p> <p>Sentence Types: Mr and Mrs Birling – commands and exclamations Inspector’s use of commands and short sentences and measured words but in final speeches, emotive, and uses inclusive pronouns, anaphora, tricolon and metaphor</p> <p>Punctuation: Focus on wide range of and effect of as appears in the play</p> <p>Spelling: Vocabulary listed in this unit</p>		<p>Colons Hyphens Brackets</p> <p>Spelling: Vocabulary listed in this unit</p>	<p>Spelling: Vocabulary listed in this unit</p>		<p>Comparison Short sentences Imperatives 1st person plural</p> <p>Punctuation: Use of dramatic pause-ellipsis</p> <p>Spelling: Not applicable as focus on spoken language</p>
<p>They will understand</p>	<p>They will understand</p>	<p>They will understand</p>	<p>They will understand</p>	<p>They will understand</p>	<p>They will understand</p>

<p>The generic conventions of a playscript.</p> <p>The concept of a hybrid genre</p> <p>How characters develop through the course of the play and their flaws and differing senses of responsibility for Eva's fate</p> <p>How the following themes are developed: the nature of evil and good, human responsibility and transgression, wealth, power, and influence, blame and social responsibility, class, age and gender, morality and legality, public versus private. ...</p> <p>How the playwright crafts the play via structure, language and dramatic technique to make it effective eg, through use of props to indicate</p>	<p>How a writer's background and experience can influence their writing.</p> <p>The similarities between "An Inspector Calls" and "A Casual Vacancy"</p>	<p>The generic conventions of science fiction and dystopian writing</p> <p>The concept of a hybrid genre</p> <p>How the themes are explored in the extracts/stories.</p> <p>How the writer crafts his story via structure and language to make it effective.</p>	<p>The generic conventions of Mystery Murders and Romances</p> <p>How the themes of - interpersonal violence - the lasting damage of abandonment - the impact of trauma on relationships - the constancy of nature are explored in the play.</p> <p>How symbolism is used - of the marsh (like Kya – secluded, forsaken, wild) and the wildlife eg the firefly</p> <p>How the novel is constructed to maintain engagement</p> <p>The nature/nurture debate</p> <p>How Kya is presented</p>	<p>The use of the inverted pyramid structure in news articles</p> <p>Techniques used in headlines – pun, rhetorical question, alliteration, emotive language and abbreviation</p> <p>The use of lexical fields</p> <p>The power of well-chosen vocabulary though exploration of synonyms</p> <p>The key components of a successful news story and its lead/ opening paragraph.</p> <p>How to use the following techniques: rhetorical questions, emotive language, expert views. repetition, anaphora, personal experience, parallelism, list of 3 (triple structure/ tricolon), antithesis, contrast.</p>	<p>The devices/techniques used which make speeches engaging and persuasive</p>
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wealth, dramatic irony to emphasise aspects of the characters, short sentences and juxtaposition to highlight message, cliffhangers and use of entrances and exits to maintain engagement and contribute to character development, symbolism including Christian symbols				exaggeration/hyperbole. short paragraphs and sentences use of 1 st person plurals and 2 nd person and colloquial/informal language to address the reader and make writing inclusive	
They will know how to	They will know how to	They will know how to	They will know how to	They will know how to	They will know how to
<p>Reading:</p> <p>Read and understand the play's plot and development</p> <p>Be able to summarise what they have read.</p> <p>Read critically by studying setting, plot, characterisation and themes and their effects.</p> <p>Understand the purpose of the play</p> <p>Recognise and understand how a range</p>	<p>Reading:</p> <p>As for previous unit</p> <p>In addition, make critical comparisons across the texts.</p> <p>Writing:</p> <p>As for previous unit plus</p> <p>Produce a revision guide comparing the two texts – plots, characters and themes and purposes</p>	<p>Reading:</p> <p>Read extracts and short stories by challenging contemporary writers.</p> <p>Be able to identify the features of science fiction and dystopian writing.</p> <p>Read independently and be able to summarise what they have read.</p> <p>Read critically by studying setting, plot, characterisation and</p>	<p>Reading:</p> <p>Engage with the idea that novel still has relevance</p> <p>Respond critically to the novel by studying plot, character, themes and comment upon their intended effect.</p> <p>Learn and understand new vocabulary associated with the novel</p>	<p>Reading:</p> <p>Make inferences and refer to evidence in the text.</p> <p>Read critically able to recognise fact from opinion</p> <p>Recognise how a range of language and techniques are used to create meaning and influence the reader's response</p>	<p>Reading:</p> <p>Analyse the structure and techniques of successful speeches</p> <p>Writing:</p> <p>Plan and write a script for a presentation which is effectively structured and uses a range of techniques to engage, inform, persuade and/or entertain.</p> <p>Speaking and Listening:</p>

<p>of language and dramatic techniques are used to present meaning</p> <p>Make inferences and refer to evidence in the text.</p> <p>Use quotation evidence to support their views about the text.</p> <p>Writing:</p> <p>Make notes suitable for revision</p> <p>Use the Tier 2 and Tier 3 vocabulary associated with the play in their own writing.</p> <p>Plan and structure a formal essay effectively.</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Support ideas with</p> <p>Speaking and Listening:</p> <p>Discuss the characters and issues which arise in</p>	<p>Use the Tier 2 and 3 vocabulary</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Speaking and Listening:</p> <p>As for previous unit plus</p> <p>Contribute to discussions about the texts and their own revision guides developing and extending their own and others' contributions.</p> <p>Express their ideas and opinions succinctly.</p>	<p>themes and their effects.</p> <p>Learn and understand new vocabulary associated with the different writings.</p> <p>Make inferences and refer to evidence in the text.</p> <p>Use quotation and paraphrasing as evidence to support their ideas about the text.</p> <p>Recognise and understand how a range of language techniques are used to present meaning in a fiction text.</p> <p>Writing:</p> <p>Write a chapter summary.</p> <p>Compare summaries and blurbs.</p> <p>Comment on writer's use of structure and</p>	<p>Support their inferences and understanding of the play with evidence.</p> <p>Recognise and understand how a range of literary techniques are used to convey meaning to the reader.</p> <p>Explore how alternative staging allows for different interpretations of the play.</p> <p>Writing:</p> <p>Write about how Kya is presented</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Speaking & Listening:</p> <p>Discuss whether Kya can be viewed as a victim</p> <p>Express their opinions and ideas succinctly.</p> <p>Reflect and build on the contributions of others.</p>	<p>Understand how language and techniques are used to influence and manipulate readers</p> <p>Be able to compare how different texts present the same issue differently and link the differences to the purposes of the texts</p> <p>Writing:</p> <p>Plan, draft and edit their own article</p> <p>Draw on their reading to enhance their own writing.</p> <p>Construct an effectively structured, accurate and fluent piece of writing</p> <p>Use a range of paragraphs, sentence types, apt vocabulary and techniques to effectively convey a viewpoint</p>	<p>Deliver a presentation without use of a script on a chosen topic for a chosen purpose,</p> <p>Use intonation, tone, volume, varied pace and pauses to add impact.</p> <p>Use appropriate vocabulary for the chosen topic</p> <p>Use a range of techniques to enhance the speech giving them emphasis</p> <p>Be able to answer questions appropriately and in detail</p>
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<p>the play, and in particular explore the issue of responsibility once play finished</p> <p>Express their opinions and ideas succinctly.</p> <p>Reflect and build on the contributions of others.</p> <p>Discuss texts using precise linguistic and literary terminology</p>		<p>language techniques and their effect/ impact</p> <p>Rewrite extracts to change their effect</p> <p>Evaluate their own writing</p> <p>Redraft</p> <p>Write an imaginative response inspired by the different fiction explored</p> <p>Use the Tier 2 and Tier 3 vocabulary associated with the novel in their own writing.</p> <p>Use accurate grammar, punctuation and spelling when writing.</p> <p>Speaking and Listening:</p> <p>Read short sections of the novel aloud fluently using appropriate intonation and tone.</p> <p>Express their opinions and ideas succinctly.</p>	<p>In discussing the text use precise linguistic and literary terminology</p>	<p>Speaking & Listening:</p> <p>Build upon their own and others contributions in whole class and group discussions.</p> <p>Evaluate and discuss their own and others work in a sympathetic and supportive way using linguistic terminology to aid improvement.</p>	
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		<p>Reflect and build on the contributions of others.</p> <p>Discuss the text using precise linguistic and literary terminology</p>			
Links to prior and future learning:	Links to prior and future learning:	Links to prior and future learning:	Links to prior and future learning:	Links to prior and future learning:	Links to prior and future learning:
<p>This unit will build on previous work done on Shakespeare and the “Frankenstein” play in Year 7/8</p> <p>“An Inspector Calls” also helps enrich their understanding of other GCSE texts studied – “A Christmas Carol” and “Macbeth” due to similarities of genres, themes and character types appearing in each.</p>	<p>This unit will build on work done on comparing texts in year 7/8 in the units on poetry and “Frankenstein”</p> <p>The comparison will help reinforce understanding of the plot, characters and themes in “An Inspector Calls” and engender discussion about the relevance of “An Inspector Calls” today.</p>	<p>This unit will build on previous work done on fiction in Year 7/8 units on “A Monster Calls” and the Frankenstein play, as well as on the “Creating Fiction” unit, reading and writing being closely inter-related.</p> <p>Much of the vocabulary and concepts in this unit will help prepare students for the GCSE exam texts being studied: “Macbeth”, “A Christmas Carol”, “An Inspector Calls” and poems on the theme of conflict.</p>	<p>This unit builds on work done on fiction in Year 7/8 eg. the unit on “A Monster Calls” and “Frankenstein” as well as on “Creating Fiction”, reading and writing being closely inter-related.</p> <p>This 9/10 unit will prepare students for the GCSE texts to be studied introducing and/or revisiting the types of genres, themes and character types in these texts.</p>	<p>This unit will build on previous work done on non-fiction in Year 7/8 unit on “Intro to Rhetoric: the uniform debate”</p> <p>This 9/10 unit will help prepare students for the challenges of GCSE English Language Paper 2 on non-fiction texts.</p>	<p>This unit will build on spoken language work in Year 7/8 eg. discussion and role play in the unit on the play “Frankenstein”</p> <p>This will prepare and provide evidence for students’ GCSE spoken language assessment which forms part of their GCSE English Language exam as well as for future studies/work.</p>