

# **Toynbee Curriculum**

## **KS3 Topic Summaries**

# **ENGLISH**

*Personal Best*

# **Toynbee School**



# Scheme of Learning: Animals (Autumn Year 7)

## Topic Sequence:

1	2	3	4
Animal Farm – a novel by G. Orwell	Poetry	Non-fiction	19 <sup>th</sup> century literature

## Topic Overview:

This is the first topic in year 7, and we aim to introduce pupils to the skill of analytical reading that is at the core of English teaching and learning at secondary school. Pupils will be introduced to essential critical vocabulary and be exposed repeatedly to models of analysis using tentative language and embedded quotations as the first layer in our carefully sequenced progression of analytical skills. Animal Farm remains a GCSE set text so challenge is indisputable but it can also be accessed at different levels. We introduce the historical context of the briefly but, as this is not highly relevant here, we focus on considering the novel in relation to our 'theme' for Year 7 – what sort of society do the pupils want? It is a privilege to use this text to increase pupil's awareness of how power can be abused and the importance of developing our critical thinking. The remainder of the topic is a broad and balanced provision of poetry, non-fiction and the introduction of 19<sup>th</sup> century literature extracts that have been specially selected for KS3.

## Lesson Sequence:

The lessons have been sequenced to introduce pupils to the demands of analytical reading at secondary school. We aim to engage pupils immediately at the start of year seven by reading Animal Farm by George Orwell. Lessons progress to pupils' exploring impressions of Mr Jones and an in-depth study of Old Major's speech. Following the study of this, and Dr Martin Luther King's 'I Have a Dream' speech, pupils will complete a baseline assessment in persuasive speech writing.

After this assessment, pupils will continue to read Animal Farm, exploring the plot, characters, themes, and context.

Alongside their study of Animal Farm, pupils will make use of a knowledge organiser to support the teaching and exploration of key ideas in the text. To consolidate their understanding of the text, they will then watch the animated film.

Next, pupils will explore a selection of poems from an anthology created for this topic. As part of the study of poetry, pupils will consider how different poets presents the relationships between animals, humans, and animals.

Following this, pupils will revisit non-fiction texts and consider the ways that writers present their viewpoints before their writing their own views on 'Is it Time to Close Zoos?'; pupils will have the choice of writing a letter to a newspaper or speech for their year group.

The final focus of this topic is a study of extracts from the 19<sup>th</sup> century (Animals in Adventure Stories) where pupils will consider the ways in which writers present animals.

Throughout year 7, pupils will also complete fortnightly 'Reading Comprehension' lessons through the first half term and fortnightly 'Writing Challenge' through the second. These are designed to improve pupils' ability to read and comprehend a variety of texts and provide regular opportunities for pupils to write creatively, independently, and at length. 'Literary Allusions' are taught as regular lesson starters, in order to build knowledge of those events and characters (both literary and historical) which are often alluded to in English Literature.

Two homework tasks are also included in this topic: a reading passport for students to record regular reading and a 'Toynbee Talks' task to be delivered in class during the first week following the half term break.

## Sequence of Topic:

1	Introduction to the opening of Animal Farm
2	A study of persuasive feature of Old Major's speech
2	Baseline assessment – response to 'I Have a Dream...' stimulus
3	Class reading of Animal Farm with creative and analytical responses particularly focused on the behaviour of the pigs
4	Spoken Language Presentations
5	Explore a selection of poems from the anthology and consider how the poet presents the animal/the relationship between humans and animals
6	Non-fiction 'Is it Time to Close Zoos?' plus assessment
7	Animals in 19 <sup>th</sup> century literature

## Topic Resources:

<b>Knowledge Maps:</b>	1. Animals	<b>Prescribed Sources:</b>	1. Animal Farm text
	2. Animal Farm		2. Poetry anthology
			3. Non-fiction texts
			4. 19 <sup>th</sup> century extracts

## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test
<b>Application of Knowledge:</b>	Transactional writing in response to non-fiction stimulus

## Supportive Reading:

<b>Range of fiction texts with 'animals' as characters or subjects</b>	Black Beauty War Horse Watership Down Suggested linked reading can also be found on the year 7 'Reading Passport'
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# Scheme of Learning: Myths and Monsters (Spring Year 7)

## Topic Sequence:

1	2	3
Frankenstein: Gothic Play	Literary Myths and Monsters	Creative Writing: Monsters

## Topic Overview:

A study of literary Myths and Monsters, beginning with Frankenstein's monster then moving back in time to look at the monsters of myth and legend.

The overall aim of this unit is to build on pupils' knowledge of the literary and mythological stories that are alluded to in many modern texts, as well as developing their skills of analytical reading and creative writing through engaging and challenging texts.

The study of Philip Pullman's 'Frankenstein' play will be the pupils' first introduction to the 19th Century Gothic Genre – which they will return to in Year 9, when they will analyse an abridged version of Mary Shelley's original 'Frankenstein'. In the same way, they will return to the stories of Medusa and Beowulf – in their earlier forms – during their study of literature across the ages in Year 8.

## Lesson Sequence:

The lessons have been sequenced to purposely build pupils' ability to understand the moral message in a story, to make links between stories and to understand that accounts of events and characters may be biased.

We begin with an introduction to the gothic genre, before reading and studying the play 'Frankenstein'. We discuss the common misconceptions about the story and character, as well as Shelley's overall message. By the end of this play study, pupils will have considered the question of what makes a monster and whether the creature should be feared or pitied.

With this new perspective of monsters, we then move on to the study of some of the most famous monsters from myth and legend. Extracts are accessed via an anthology created for this unit. We consider various perspectives on these literary monsters, as well as using the extracts to practise and develop the skills of reading and analysis. The summative outcome for this unit is a reading assessment which tests the pupils' application of these skills.

As part of our study of the Minotaur and his labyrinth, we also use the story of the Labyrinth's architect, Daedalus, to explore the idea of bias – examining and producing biased accounts of the story in various media. This links back to our study of the Frankenstein play and the idea that events can be viewed differently depending on perspective.

The final sequence of lessons in this unit focuses on the pupils using the knowledge and understanding gleaned from this unit to create their own 'monster' narrative – based on a short animation called 'The Sandman'.

Throughout year 7, pupils will also complete fortnightly 'Reading Comprehension' lessons through the first half term and fortnightly 'Writing Challenge' through the second. These are designed to improve pupils' ability to read and comprehend a variety of texts and provide regular opportunities for pupils to write creatively, independently, and at length. 'Literary Allusions' are taught as regular lesson starters, in order to build knowledge of those events and characters (both literary and historical) which are often alluded to in English Literature.

Two homework tasks are also included in this topic: a reading passport for students to record regular reading and a 'Toynbee Talks' task to be delivered in class during the first week following the half term break.

## Sequence of Topic:

1	Introduction to Mary Shelley and the Gothic Genre
2	Frankenstein – the play by Philip Pullman
3	The Story of Medusa and Athena
4	The modern Medusa from 'Percy Jackson and the Lightning Thief'
5	Extract from the novel 'Medusa'
6	The story of Theseus
7	The modern Minotaur from 'Percy Jackson and the Lightning Thief'
8	Allusion to the Minotaur in 'Maze Runner'
9	The Story of Daedalus and Icarus – writing with bias
10	Three texts focusing on Grendel (Beowulf)
11	Reading Assessment - Monsters
12	The Sandman – Creative Writing

## Topic Resources:

<b>Knowledge Map:</b>	1.	Frankenstein (Play)	<b>Prescribed Sources:</b>	1.	Frankenstein by Philip Pullman
	2.	Myths and Monsters		2.	Myths and Monsters Anthology

## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test of 20 questions.
<b>Application of Knowledge:</b>	Reading Assessment – literary monsters

## Supportive Reading:

<b>Range of texts on the topic of Myths and Monsters</b>	'Medusa' by Jessie Burton
	'Percy Jackson and the Lightning Thief' by Rick Riordan
	'Maze Runner' by James Dashner
	'Who Let the Gods Out?' by Maz Evans
	'Gilded' by Christina Farley
	'Lampie' by Annet Schapp
	'A Monster Calls' by Patrick Ness
	'The Iliad and the Odyssey' by Gillian Cross
	'Norse Mythology' by Neil Gaiman
	'Jason and the Argonauts' by Felicity Brooks
	Suggested linked reading can also be found on the year 7 'Reading Passport'



# Scheme of Learning: Childhood (Summer Year 7)

## Topic Sequence:

1	2	3	4
Trash – a novel by A. Mulligan	19 <sup>th</sup> Century childhood texts	20 <sup>th</sup> -21 <sup>st</sup> Century childhood texts	'Shakefest' (Shakespeare in performance)

## Topic Overview:

The topic explores childhood experiences across different cultures and different time periods. Texts vary in their level of challenge, with extracts from 19<sup>th</sup> Century literature to help build pupils' resilience in reading more challenging texts. Pupils will be encouraged to develop empathy for others, use inference skill to understand texts at a deeper level and begin to explore how language choices influence the reader. When writing about these texts, pupils will practice using tentative language and embedding evidence to support their ideas. Through the study of a whole novel, pupils will further use their skills of empathy as well as predicting, speculating, questioning and be encouraged to make links to wider knowledge. The 'Shakefest' event will introduce pupils to Shakespeare's 'The Tempest'; the study will include interpreting characters and presenting ideas through drama.

## Lesson Sequence:

The topic starts with a study of the novel 'Trash' by Andy Mulligan to gain insight into the lives of children in other, less developed countries. Pupils will explore themes such as friendship, corruption, justice as well as responding creatively to the characters and their relationships. As with all literature, pupils will have to use well chosen evidence to support ideas/viewpoints about texts. They will utilise a whole range of readings skills such as prediction, speculating, inference, questioning and using wider knowledge to read the text at a deeper level. Pupils will take an active part in the reading of the text, allowing them to develop their speaking skills.

Next, pupils will examine of childhood in the 19<sup>th</sup> Century through the use of high-quality extracts from literary classics. Pupils will look at school experiences as presented in these texts and begin to look at how writers create effects. After reading a selection of texts, pupils will make links between them and their own lives to see how society has developed over time.

After looking at 19<sup>th</sup> Century literature, pupils move on to 20<sup>th</sup> and 21<sup>st</sup> Century texts which includes poetry. Pupils will explore how poets use the form of poetry to communicate ideas and feelings. Creative tasks will help to engage readers in the texts to help build a love of poetry. Again, pupils will be encouraged to link these texts to their own lives and to discuss how these poems 'speak to them'.

Next, pupils will look at some non-fiction articles about childhood issues. They will read these texts carefully, and follow the arguments put forward by the writer. They will think about how writers present viewpoints and explore what methods are effective in doing so.

The 'Shakefest' event will involve pupils reading and enjoying Shakespeare. They will study Shakespeare through drama and then craft their own performance in groups before celebrating the very best examples in the grand finale.

Throughout year 7, pupils will also complete fortnightly 'Reading Comprehension' lessons through the first half term and fortnightly 'Writing Challenge' through the second. These are designed to improve pupils' ability to read and comprehend a variety of texts and provide regular opportunities for pupils to write creatively, independently, and at length. 'Literary Allusions' are taught as regular lesson starters, in order to build knowledge of those events and characters (both literary and historical) which are often alluded to in English Literature.

Two homework tasks are also included in this topic: a reading passport for students to record regular reading and a 'Toynbee Talks' task to be delivered in class during the first week following the half term break.

## Sequence of Topic:

1	Trash (novel study)
2	Jane Eyre extract
3	Hard Times extract
4	A Letter about Ragged Schools
5	Watercress Girl
6	Jane Eyre extract 2
7	David Copperfield extract
8	Matilda extract
9	Tich Miller (poem)
10	In Mrs Tilscher's Class (poem)
11	To A Daughter Leaving Home (poem)
12	Non-fiction articles
13	Blessing (poem)
14	Shakesfest

## Topic Resources:

<b>Knowledge Map:</b>	1. Childhood 2. Trash	<b>Any other Resources:</b>	19 <sup>th</sup> -21 <sup>st</sup> Century Anthology Trash (novel)
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## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test
<b>Application of Knowledge:</b>	Reading of Literature – and exploration of an extract from Charlie and The Chocolate Factory

## Supportive Reading:

<b>Range of novels about childhood</b>	<ul style="list-style-type: none"> <li>Jane Eyre</li> <li>Matilda</li> <li>Oliver Twist</li> <li>Boy 87</li> <li>Alone on a Wide Wide Sea</li> </ul> <p>Suggested linked reading can also be found on the year 7 'Reading Passport'</p>
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# Scheme of Learning: Crime (Autumn Year 8)

## Topic Sequence:

1	2	3	4
<b>Sawbones – a novel by Catherine Johnson</b>	<b>Short stories</b>	<b>Crime poetry</b>	<b>Victorian crime</b>

## Topic Overview:

The first topic for English in year 8 is crime. Students will begin with the mandatory text *Sawbones* by Catherine Johnson. Students will be given the opportunity to critically analyse genre, narrative and characters using different sources from the crime topic. Students will study crimes that have been widely reported in the media such as the Stephen Lawrence murder learning about how crimes and criminals can be sensationalised and victims of prejudice.

Throughout the topic, students will also look at short stories such as 'Fly Paper' and 'Lamb to the Slaughter'.

Additionally, they will be provided with a crime themed poetry anthology for them to consider the ways in which poets portray crime through verse.

## Lesson Sequence:

The crime themed lessons have been sequenced to capture students' engagement and interest in the topic. The topic allows students to study the ways in which crime can be presented through language and literature.

The first focus of the topic is the novel *Sawbones* by Catherine Johnson. Students will be encouraged to discuss their views and opinions on the narrative along with how each character is presented by the author.

Students will go on to look at the murder of Stephen Lawrence, how it was reported in the press and the impact this has had; they will also look at other non-fiction articles about knife crime so that students have been exposed to a variety of texts that will shed light on crime in different ways so that pupils are able to recognise bias and to discuss emotive topics.

As part of this unit, pupils will explore a series of short stories that have crime at the heart of their stories including stories such as *Fly Paper*, extracts from *Stone Cold* or *Magwitch*.

The third focus will be crime poetry. Students will consider how poets present the perpetrators and victims of crime. They will study poems such as *Hitchhiker*, *Let Him Have It* and *Stealing*. Pupils will explore different perspectives and will begin to read poetry at a deeper level so that they are able to develop their inference skills. In addition to this, pupils will discuss emotive topics such as mental health, the lasting impact of trauma and begin to form impressions of unsympathetic characters.

The final focus for this topic will be Victorian crime. Students will follow the Victorian Villains lessons along with Dickens on Brixton Prison.

Throughout year 8, pupils will also complete fortnightly 'Reading Comprehension' lessons through the first half term and fortnightly 'Writing Challenge' through the second. These are designed to improve pupils' ability to read and comprehend a variety of texts and provide regular opportunities for pupils to write creatively, independently, and at length. 'Literary Allusions' are taught as regular lesson starters, in order to build knowledge of those events and characters (both literary and historical) which are often alluded to in English Literature.

Two homework tasks are also included in this topic: a reading passport for students to record regular reading and a 'Toynbee Talks' task to be delivered in class during the first week following the half term break.

## Sequence of Learning:

<b>1</b>	Introduction to Crime
<b>2</b>	Class reader: <i>Sawbones</i>
<b>3</b>	Short stories
<b>4</b>	Crime in the media
<b>5</b>	Crime themed poetry anthology
<b>6</b>	Victorian Villains
<b>7</b>	Dickens on Brixton Prison
<b>8</b>	Assessment and Feedback

## Topic Resources:

<b>Knowledge Map:</b>	1. <i>Sawbones</i> 2. Crime	<b>Texts</b>	<i>Sawbones</i> Poetry anthology Short stories
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## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test
<b>Application of Knowledge:</b>	Writing Assessment

## Supportive Reading:

<b>Novels</b>	<i>The Woman in Black</i> <i>Teacher's Dead</i> <i>Dark Lady</i> <i>Stone Cold</i>  Suggested linked reading can also be found on the year 8 'Reading Passport'.
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# Scheme of Learning: Literature of World War One (Spring Year 8)

## Topic Sequence:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Propaganda and Recruitment</b>	<b>War poetry</b>	<b>Journey's End</b>	<b>Reading Assessment</b>

## Topic Overview:

The Spring Term provides an opportunity for students to engage in a comprehensive exploration of various texts related to, or written during, World War I. Among these texts is the class reader, 'Journey's End' by RC Sheriff. Additionally, pupils will have the chance to delve into other text types, including original recruitment posters and excerpts from novels. Throughout their examination of these texts, students will analyse the utilisation of patriotic ideals to bolster recruitment figures. They will also explore works by authors who convey a surge in anti-war sentiment and shed light on the horrors of trench warfare. By immersing themselves in these writers' voices, students will enhance their understanding of literary techniques, thereby preparing for the reading assessment outcome this term.

## Lesson Sequence:

The unit on World War One has been designed to captivate pupils' imagination and foster their interest in a subject they concurrently study in their History lessons this term. The sequencing of lessons has been strategically arranged to provide a strong foundation by reinforcing pupils' contextual knowledge of World War One, followed by an in-depth exploration of propaganda and recruitment techniques. This builds upon their previous study of persuasive techniques used by writers in the previous term, thereby strengthening their understanding.

Furthermore, students will engage with a diverse range of poetry from soldier poets such as Wilfred Owen and Rupert Brooke, as well as women poets, too. This curated anthology enables pupils to examine varying perspectives on the War. A transactional writing task will be undertaken to apply persuasive techniques and deepen their appreciation of different views on the war as a whole.

The third aspect of this unit centres around the play 'Journey's End' by RC Sheriff, intentionally chosen to challenge and stimulate pupils. Throughout this section, pupils will continue to refine their skills as critical readers, actively engaging with the play, raising questions and scrutinising its entirety. This phase of the topic culminates in a final assessment that prompts pupils to explore the playwright's portrayal of the key character, Captain Stanhope.

Throughout year 8, pupils will also complete fortnightly 'Reading Comprehension' lessons through the first half term and fortnightly 'Writing Challenge' through the second. These are designed to improve pupils' ability to read and comprehend a variety of texts and provide regular opportunities for pupils to write creatively, independently, and at length. 'Literary Allusions' are taught as regular lesson starters, in order to build knowledge of those events and characters (both literary and historical) which are often alluded to in English Literature.

Two homework tasks are also included in this topic: a reading passport for students to record regular reading and a 'Toynbee Talks' task to be delivered in class during the first week following the half term break.

Sequence of Learning:	Topic Resources:
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<b>1</b>	Introduction to World War One
<b>2</b>	Recruitment posters
<b>3</b>	Who's for the Game? Jessie Pope
<b>4</b>	Sergeant Major's recruitment speech from Private Peaceful
<b>5</b>	Creative war poem task based on Dulce et decorum est - Wilfred Owen
<b>6</b>	Range of poems studied beginning with Dulce
<b>7</b>	The Soldier – Siegfried Sassoon
<b>8</b>	Suicide in the Trenches
<b>9</b>	The Deserter – Winifred Mary Letts
<b>10</b>	Journey's End – RC Sheriff
<b>11</b>	Reading assessment preparation
<b>12</b>	Reading assessment
<b>13</b>	Reading assessment feedback

<b>Knowledge Map:</b>	1. Literature of World War One	<b>Texts</b>	Recruitment posters; poetry anthology; play text.
<b>Assessment:</b>			
<b>Knowledge:</b>	Multiple choice knowledge test		
<b>Application of Knowledge:</b>	Reading assessment based on the playwright's view of the character of Stanhope		
<b>Supportive Reading:</b>			
<b>Novels</b>	Private Peaceful and War Horse - Michael Morpurgo  Suggested linked reading can also be found on the year 8 'Reading Passport'		

# Scheme of Learning: Literature Through the Ages (Summer Year 8)

## Topic Sequence:

1	2	3	4	5	6	7
Development of the English Language	Classical Era Literature	Medieval Literature	Renaissance Literature	Victorian Literature	Modern Literature	The Tempest

## Topic Overview:

A study of English Literature through time – followed by the detailed study of Shakespeare’s play ‘The Tempest’.

The overall aim of this unit is to build on pupils’ knowledge of the English literary heritage, further their understanding of the ways that texts reflect the context in which they are written, as well as developing their skills of analytical reading through engaging and challenging literature texts.

During this unit, pupils will return to the stories of Medusa and Beowulf (in their earlier forms) which they first encountered during the Y7 Myths and Monsters scheme. This meets the NC requirement for pupils to revisit texts.

Pupils will also study their second Shakespeare play of KS3. This meets the NC requirement for pupils to study two Shakespeare plays during this Key Stage, as well as beginning their preparation for the Shakespeare element of GCSE English Literature.

## Lesson Sequence:

The lessons have been sequenced to purposely build pupils’ knowledge of the English literary heritage, to make links between stories and to be able to consider texts in context.

We begin with an introduction to the timeline of literature and the development of the English language from Old to Modern English. This will enable pupils to place in context the archaic language of the various texts they will study.

With this background in place, we then move on to the study literature through various periods of history – moving through the Classical, Medieval, Renaissance, Victorian and Modern eras chronologically. The aim of this is to help pupils understand the ways that literature changes with the times – and the extracts have been carefully selected to facilitate this historical journey, offering several opportunities to identify allusions to earlier texts as we move through time.

Once our timeline is complete, we then move on to a more detailed study of one text from the English Literary Heritage: Shakespeare’s ‘The Tempest’. Pupils will use the skills they have practised to analyse a character from the play – linking their ideas to the historical context and what it may teach us about Shakespeare’s viewpoint.

Throughout year 8, pupils will also complete fortnightly ‘Reading Comprehension’ lessons through the first half term and fortnightly ‘Writing Challenge’ through the second. These are designed to improve pupils’ ability to read and comprehend a variety of texts and provide regular opportunities for pupils to write creatively, independently, and at length. ‘Literary Allusions’ are taught as regular lesson starters, in order to build knowledge of those events and characters (both literary and historical) which are often alluded to in English Literature.

Two homework tasks are also included in this topic: a reading passport for students to record regular reading and a ‘Toynbee Talks’ task to be delivered in class during the first week following the half term break.

## Sequence of Topic:

1	The Development of the English Language
2	Classical Era - Genesis
3	Classical Era - Ovid
4	Medieval Era – Old English - The Lords Prayer and Beowulf
5	Medieval Era – Middle English – Chaucer’s Canterbury Tales
6	Renaissance Era – Shakespeare’s Sonnets
7	Renaissance Era – Marlowe/Blake
8	Victorian Era – Selection of extracts from across the era
9	Victorian Era – The Rise of the (Female) Novelist
10	Modern Era – A selection of 20th Century texts, alluding back to earlier stories
11	Modern Era – 20 <sup>th</sup> /21 <sup>st</sup> Century Dystopias
12	The Tempest by William Shakespeare
13	Literature Assessment – Analysing a Character from The Tempest

## Topic Resources:

<b>Knowledge Map:</b>	1. Literature Through the Ages	<b>Prescribed Sources:</b>	1. Literature Through the Ages Anthology
	2. The Tempest		2. ‘The Tempest’ by William Shakespeare

## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test of 20 questions.
<b>Application of Knowledge:</b>	Literature Assessment – The Tempest

## Supportive Reading:

<b>Range of texts from the English Literary Heritage</b>	The Greek Myths by Robert Graves Beowulf: A New Verse Translation by Seamus Heaney Pride and Prejudice by Jane Austen Jane Eyre by Charlotte Brontë The Lion the Witch and the Wardrobe by C.S. Lewis Lord of the Flies by William Golding Nineteen Eighty-Four by George Orwell The Help by Kathryn Stockett Noughts and Crosses by Malorie Blackman
	Suggested linked reading can also be found on the year 8 ‘Reading Passport’.



# Scheme of Learning: Romanticism and The Gothic Genre (Autumn Year 9)

## Topic Sequence:

1	2	3	4
Romantic Poetry	Gothic Literature (Frankenstein)	Development of the Gothic (short stories)	Gothic Writing

## Topic Overview:

The Romantic and Gothic Period: late 18<sup>th</sup> – (first half) 19<sup>th</sup> Century. The Gothic genre emerged from the literature of dark romanticism.

This is the first topic in year 9, and the main aim is to develop pupils' skills of analytical reading and creative writing through engaging and challenging literature texts. Exposing pupils to romantic poetry and gothic prose will provide a wider reading experience for many. The close study of these texts will develop pupils' awareness of writers' techniques in preparation for the creative writing outcome for this unit. The study of Frankenstein (abridged) allows pupils to revisit this seminal text from the gothic period, as the play version is taught in the year 7 Myths and Monsters unit. In addition, by increasing the level of challenge that pupils face through the texts in this unit, pupils are being prepared for the Victorian novel (GCSE English Literature) which is taught in the autumn term of year 10.

## Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of the romantic and gothic periods.

The topic starts with an introduction to the context of romantic literature and the development of romanticism as a social movement in the late 18<sup>th</sup> century. Once pupils have a secure comprehension of this context, they will study a series of romantic poems allowing them to apply their knowledge and understanding of the romantic period. Poems are accessed via an anthology created for this unit.

From the poetry we move onto the study of Frankenstein. Using an abridged version of the text allows us to study this challenging story in some depth (which is ideal preparation for the GCSE study of the 19<sup>th</sup> Century novel). The National Curriculum: English programme of study states that pupils should "read increasingly challenging material independently through re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons." Pupils will read a play of Frankenstein in year 7 (adapted by Philip Pullman) and then the abridged version of the novel in year 9. Bringing an understanding of the plot from this year 7 study will allow pupils' development as critical readers.

The final sequence of lessons in this unit focuses the development of the gothic genre through a selection of short stories which are also accessed via an anthology of specially chosen texts. These stories were selected for their levels of challenge as well as for illustrating the development of gothic ideas through the latter half of the 19<sup>th</sup> and early 20<sup>th</sup> centuries.

Each week, throughout year 9, pupils will complete one 'Weekly Writing Challenge' which are designed to provide regular opportunities for pupils to write creatively, independently, and at length as preparation for GCSE English Language.

Homework: each term, pupils are required to research, prepare, and deliver a presentation in class as part of 'Toynbee Talks'. Content and length of these presentations increase in challenge through year 9 before the GCSE Spoken Language assessment in the summer term.

## Sequence of Topic:

1	Introduction to Romanticism
2	Chimney Sweeper – Blake
3	London – Blake
4	I Wandered Lonely... - Wordsworth
5	Excerpt from The Prelude (extract from boat stealing) – Wordsworth
6	Excerpt from the Prelude (extract from Ice Skating) – Wordsworth
7	Frankenstein (abridged) – Shelley
8	The Tell Tale Heart – Poe
9	Wuthering Heights (extract) – Bronte
10	The Signalman – Dickens
11	Dracula (key chapters) – Stoker
12	The Monkey's Paw – Jacobs
13	The Woman in Black (extract) - Hill
14	Narrative writing assessment preparation
15	Narrative writing assessment
16	Narrative writing assessment feedback

## Topic Resources:

<b>Knowledge Map:</b>	1.	Romanticism and Gothic	<b>Prescribed Sources:</b>	1.	Poetry anthology
	2.	Frankenstein		2.	Frankenstein (abridged)

## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test
<b>Application of Knowledge:</b>	Creative writing – continuation of a gothic story, crafting content, style, and structure

## Supportive Reading:

<b>Range of texts in the gothic genre</b>	<ul style="list-style-type: none"> <li>• Wuthering Heights</li> <li>• Twilight</li> <li>• The Picture of Dorian Gray</li> <li>• Bleak House</li> <li>• Northanger Abbey</li> <li>• The Hound of the Baskervilles</li> </ul>
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# Scheme of Learning: Culture and Identity in Modern Texts (Spring Year 9)

## Topic Sequence:

1	2	3	4
Short stories/extracts	Non-fiction (including memoir)	Poetry	20th century text – Of Mice and Men a novel by J. Steinbeck

## Topic Overview:

This is the second topic in year 9. This topic was created from a need to broaden pupils' reading experiences and balance the curriculum to include a wider range of writers from different cultures and backgrounds. Pupils will study a collection of short stories and extracts in a 'Diverse Voices' anthology, a collection of non-fiction texts and extracts focusing on modern British society, poetry from other cultures and traditions, and the valued text 'Of Mice and Men' which is re-contextualised within the unit.

The unit was informed by the article Teaching Race in Schools in the 21<sup>st</sup> Century by Douglas Edelstein [Teaching Race in Schools in the 21st Century • \(blackpast.org\)](#) and the TED talk by Chimamanda Ngozi Adichie which encourages pupils to consider one narrative from a range of perspectives and viewpoints.

## Lesson Sequence:

To begin this topic, pupils watch the TED talk by Chimamanda Ngozi Adichie on the importance of hearing from diverse voices to tackle prejudice to understand why it is important to consider ideas of culture and identity. Pupils then study a selection of engaging short stories and extracts which will broaden their reading experience. Next, the non-fiction and memoir component sets this reading within the broader context of Black History, in particular British Black History from the 1940s and this is brought right up to date with contemporary writings regarding the Windrush scandal and racism in Britain today, in order that pupils can write on the subject from an informed viewpoint.

Moving on, pupils study a poetry anthology which includes a mix of 20<sup>th</sup> and 21<sup>st</sup> century American and British poetry, and which introduces GCSE style poetry comparison as the assessment for this topic. The anthology is a clear bridge to the Power and Conflict anthology at KS4, with the students introduced to the assessment model that is required in the GCSE Literature exam. The American poetry allows for contextual study of the Civil Rights movement that informs the subsequent study of Of Mice and Men, which concludes the topic. Additionally, during the term pupils, will undertake an independent spoken language project on an aspect of human rights as part of their homework.

Each week, throughout year 9, pupils will complete one 'Weekly Writing Challenge' which are designed to provide regular opportunities for pupils to write creatively, independently, and at length as preparation for GCSE English Language.

Homework: each term, pupils are required to research, prepare, and deliver a presentation in class as part of 'Toynbee Talks'. Content and length of these presentations increase in challenge through year 9 before the GCSE Spoken Language assessment in the summer term.

## Sequence of Topic:

1	Introduction to topic using TED talk on the danger of a single story (Chimamanda Ngozi Adichie)
2	Exploration of a series of short stories/extracts from English Media Centre's 'Diverse Voices' anthology - fiction
3	Exploring the experience of the Windrush generation – non-fiction
4	Poetry Anthology – exploring a range of modern poems – series of lessons
5	Introduction to poetry comparison (pupils will be assessed on this skill)
6	Spoken Language project – opportunity to research and present on aspect of human rights
7	Context and background to Of Mice and Men
8	Class reader: Of Mice and Men – focusing on characterisation and the portrayal of marginalised groups as represented in the text

## Topic Resources:

<b>Knowledge Map:</b>	Culture and Identity	<b>Any other Resources:</b>	Diverse Voices anthology Poetry anthology Of Mice and Men
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## Assessment:

<b>Knowledge:</b>	A Knowledge Quiz of 20 questions
<b>Application of Knowledge:</b>	Pupils will compare how identity is explored in two poems from the anthology.

## Supportive Reading:

<b>Any supported reading listed here</b>	Noughts and Crosses – M. Blackman I Know Why The Caged Bird Sings – M Angelou Ghost Boys – J Parker-Rhodes The Hate U Give - A Thomas Windrush Child – B Zephaniah
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# Scheme of Learning: Determination and Survival (non-fiction) (Summer Year 9)

## Topic Sequence:

1	2	3	4
Non-fiction texts / extracts	GCSE English Language Reading Skills (analysis and evaluation)	GCSE Spoken Language Study	GCSE Spoken Language Final Assessment

## Topic Overview:

This is the third and final topic in year 9. During this topic we explicitly teach the discreet skills of how to respond to GCSE English Language exam questions. The skills of analysis and evaluation are taught through a range of engaging non-fiction texts and extracts before pupils answer an examination question where their application of the skills are assessed. In the second half of the term, Pupils will move on to their spoken language assessment, GCSE component 3. This examination component is assessed in school in accordance with exam board requirements. Grades are submitted to the examination board and will be recorded on grade slips with all other GCSEs.

## Lesson Sequence:

In this topic, the lessons have been sequenced to deliberately build pupils' comprehension, knowledge and skills in the analysis and evaluation of non-fiction texts. Texts studied are extracts from longer texts with the theme of determination or survival. Texts have been selected to maximise pupils' engagement and support progress in these two distinct skill areas, both of which are crucial for success at GCSE level. Pupils will study the texts and complete a range of comprehension, analytical, and evaluative tasks in lessons before completing a question from a past GCSE paper explicitly assessing these skills.

In the second half term, pupils will be taught an introduction to the GCSE Spoken Language assessment (Component 3). The skills of presentation delivery are taught before pupils, in collaboration with their teachers, pupils decide upon their own choice of topic for their own presentation and research this. Both lesson time and homework are dedicated to research, drafting, finalising, and rehearsing the final assessment. For this component pupils are required to deliver a presentation to their peers on a subject or topic of their choice, aiming to argue a point of view or persuade their audience. Presentations should be 7-8 minutes in length and pupils are then required to respond to questions from their audience. Pupils will be graded a pass, merit, or distinction for their presentation skills.

In the final three weeks of the summer term, pupils will deliver their presentations to their class and teacher. For moderation purposes, it is a requirement of the exam board for presentations to be videoed and submitted in pupils' examination year.

Each week, throughout year 9, pupils will complete one 'Weekly Writing Challenge' which are designed to provide regular opportunities for pupils to write creatively, independently, and at length as preparation for GCSE English Language.

Homework: using skills previously practised and developed through 'Toynbee Talks' pupils will research, draft and rehearse their final spoken language assessment.

## Sequence of Topic:

1	Introduction to Determination and Survival: group discussion and exploration
2	Thai Cave Rescue
3	1912 Expedition to the South Pole
4	I will Survive – the story of the 1972 Andes plane crash
5	Ralston's Choice – Aaron Ralston's story
6	Touching the Void – the story of Joe Simpson
7	Titanic – the story of two survivors
8	The Sinking of the Costa Concordia
9	The Impossible – one family's survival of the Boxing Tsunami
10	Assessment – comprehension and analysis
11	Introduction to Component 3 – GCSE Spoken Language Assessment
12	Guided research
13	Presentation delivery / GCSE Assessment

## Topic Resources:

<b>Knowledge Map:</b>	<ul style="list-style-type: none"> <li>Non-fiction Reading</li> <li>Non-fiction Writing</li> </ul>	<b>Prescribed Sources:</b>	1. Anthology of non-fiction extracts
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## Assessment:

<b>Knowledge:</b>	Multiple choice knowledge test of non-fiction texts
<b>Application of Knowledge:</b>	Past Paper GCSE Examination question (comprehension and analysis) GCSE Spoken Language Assessment (Component 3)

## Supportive Reading:

<b>Texts with the theme of 'Determination and Survival'</b>	<b>Fiction:</b>
	<ul style="list-style-type: none"> <li>The Hunger Games series by Suzanne Collins</li> <li>Lord of the Flies by William Golding</li> <li>Robinson Crusoe by Daniel Defoe</li> <li>Life of Pi by Yann Martel</li> </ul>
	<b>Non-Fiction:</b>
	<ul style="list-style-type: none"> <li>Touching the Void by Joe Simpson</li> <li>Into the Wild by Jon Krakauer</li> <li>Alive: The Story of the Andes Survivors by Piers Paul Read</li> </ul>