

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

# 9N - Navigator Curriculum

## English Literature/4 Weekly Lessons

### An Introduction English Literature

Year 9N	2023 – 2024 Autumn 1	2023 – 2024 Autumn 2	2023 – 2024 Spring 1	2023 – 2024 Spring 2	2023 – 2024 Summer 1	2023 – 2024 Summer 2
<p>9N</p> <p><b>AO1:</b> Read, and respond critically to texts. Use quotes.</p> <p><b>AO2:</b> Analyse how language, form and structure create meaning.</p> <p><b>AO3:</b> Compare relations between texts and contexts in which they were written.</p> <p><b>AO4:</b> vocab, sentence structure and spelling.</p>	<p><b>Topic:</b></p> <p><b>An Introduction to AQA English Literature</b></p> <p><b>AQA Key Stage 3: 19<sup>th</sup> –Century Literature at Key Stage 3</b> (AQA website)</p> <p><b>Key Questions:</b></p> <p>Can I read an extract and answer comprehension questions?</p> <p>Can I use and answer the 5 w’s (where? Why? What? When? and where?).</p> <p>What is the central message/moral of the extract?</p> <p>What is the writers’</p>	<p><b>Topic:</b></p> <p><b>Modern Text</b></p> <p><b>An Introduction to An Inspector Calls</b></p> <p>To read and experience film adaptations of the novel.</p> <p>To have <b>some understanding of historical and political context.</b></p> <p>To have an <b>appreciation of setting and how this manifests through character actions/reaction.</b></p> <p>To <b>understand what the character of Eva Smith represents on a micro and macro level.</b></p> <p>To <b>understand why and</b></p>	<p><b>Topic:</b></p> <p><b>19<sup>th</sup> Century Novel</b></p> <p><b>An Introduction to A Christmas Carol</b></p> <p>To read/listen to an animated/summary version of the text.</p> <p>To have <b>an understanding of the historical context.</b></p> <p>To have an <b>appreciation of setting and atmosphere.</b></p> <p>To have <b>an idea of writer’s viewpoint and purpose.</b></p> <p>To have some knowledge of <b>impact upon Victorian</b></p>	<p><b>Topic:</b></p> <p><b>Power and Conflict Poetry Anthology</b></p> <p><b>An Introduction to Power and Conflict Anthology.</b></p> <p><b>Understanding of what ‘power’ and ‘conflict’ mean.</b></p> <p>Identifying and understanding poetic devices (Simile, metaphor, alliteration and assonance).</p> <p>Making <b>links to/comparing ideas/themes.</b></p> <p>The writer’s <b>presentation, exploration and delivery of an idea/message through the power of</b></p>	<p><b>Topic:</b></p> <p><b>Shakespeare</b></p> <p><b>An Introduction to Macbeth</b></p> <p><b>Explore how Shakespeare uses language to present the attitudes of Macbeth and Lady Macbeth towards power.</b></p> <p>Explore how Shakespeare uses <b>language to present the character Macbeth/Lady Macbeth and their influence in the play.</b></p> <p>Explore how Shakespeare uses <b>language to present the consequences of ruthless ambition in the play</b> (greed, guilt, paranoia, mental health...)</p>	<p><b>Topic:</b></p> <p><b>Power and Conflict Anthology and Unseen Poetry/comparison</b></p> <p><b>Explore how ideas about Conflict are presented in:</b></p> <p><b>The Charge of the Light Brigade</b></p> <p><b>Bayonet Charge</b></p> <p><b>Exposure</b></p> <p><b>Storm on the Island</b></p> <p><b>Kamikaze</b></p> <p><b>Key Questions:</b></p> <p>How do the writers <b>present their ideas about War and</b></p>

<p>intention(s)?</p> <p>What are the reader response(s)?</p> <p>What is the setting on the extract?</p> <p>Why has the writer structured the text in a particular way? Consider the opening, middle and ending. Is there a change in tone, mood, pace, narrative, character, setting...)?</p> <p><b>Key Skills and Knowledge:</b></p> <p>Reading, Inferring information, Selecting and retrieving information, analysing the writers' intention and reader response, structuring a PEE paragraph and orally (point, evidence and explanation).</p> <p>See highlighted areas</p> <p>Can I write a clear PEE (point, evidence and explain)?</p> <p><b>Suggested Reading:</b></p>	<p>how social class, gender, generational gap and poverty is presented in the play.</p> <p>To have a clear knowledge of collective responsibility and virtue of goodness. To appreciate that all characters have free will to choose. Real change only happens when collective responsibility is realised and those in power are willing to speak up, as well as those in weaker positions.</p> <p>Eva Smith/Daisy Renton is the silent yet powerful embodiment of good/virtue whilst Mr and Mrs Birling</p> <p>And Gerald represent the resistance to change.</p> <p>Sheila and Eric Birling become the voices of consciousness and change.</p> <p>Inspector Goole represents a judge/god – like figure. The other characters are like 'God's children'. They all have many opportunities to accept their actions and the fact that their actions in some way, their actions led to Eva/Daisy's</p>	<p><b>Society and modern day</b> relevance of the novel.</p> <p><b>Key Questions:</b> How does Dickens present Scrooge's fear in one extract from the novel?</p> <p>Can I explain the plot to a peer?</p> <p>Can I comment on the historical context?</p> <p><b>Key Skills and Knowledge:</b></p> <p>I can develop my PEE and include more than 1 quotation to support my point.</p> <p>See highlighted areas</p> <p><b>Suggested Reading:</b></p> <p>A Christmas Carol.</p> <p>CGP Revision Guide and Workbook.</p>	<p>language.</p> <p>How has the poet structured the poem and why? (Reader and writer response).</p> <p>How ideas about Power and/or Conflict are presented in;</p> <p><i>Ozymandias</i></p> <p><i>Tissue</i></p> <p><i>London</i></p> <p><i>Extract from The Prelude</i></p> <p><i>My Last Duchess</i></p> <p><i>Poppies</i></p> <p><b>Key Questions:</b> How does each poet present his ideas about Power? What language does the poet use? What literary devices are used? Can I recognise themes in the poems? Can I plan and write a response to poems covered? Can I use quotations to back up my ideas?</p> <p><b>Key Skills and Knowledge:</b></p> <p>I can develop my PEE and include more than 1 quotation to support</p>	<p><b>Key Questions:</b></p> <p>How do we present quotations within a (five paragraph) literature essay?</p> <p>Can I annotate an extract and plan an answer to an extract</p> <p><b>Key Skills and Knowledge:</b></p> <p>See highlighted areas</p> <p><b>Suggested Reading:</b></p> <p>Macbeth.</p> <p>CGP Revision Guide and Workbook.</p>	<p><b>Conflict?</b></p> <p>How is language used for effect?</p> <p>How are themes presented?</p> <p>Can I use quotations in my answer?</p> <p>Can I explain my quotations?</p> <p><b>Key Skills and Knowledge:</b></p> <p>I can use the PEDAL structure to extend my response.</p> <p>See highlighted areas</p> <p><b>Suggested Reading:</b></p> <p>AQA Power and Conflict Anthology.</p>
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	<p><b>Macbeth.</b></p> <p><b>CGP Revision Guide and Workbook.</b></p>	<p>death.</p> <p>To know the meaning of 'Goole'</p> <p>To look at character names and what they may represent. .</p> <p>To know that the inspector has come to 'save' the other characters and to allow them to repent before it is too late.</p> <p><u>Key Questions:</u></p> <p>Can I explain the historical context of ACC?</p> <p>Do I understand the main themes?</p> <p>Can I explain what each main character represents?</p> <p>Can I write in a PEE format?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><u>Suggested Reading:</u></p> <p><b>An Inspector Calls.</b></p>		<p>my point.</p> <p><b>Unseen poetry workbook can be set as homework project</b></p> <p>See highlighted areas</p> <p><u>Suggested Reading:</u></p> <p><b>AQA Power and Conflict Anthology.</b></p> <p><b>CGP Revision Guide and Workbook.</b></p>	<p><b>CGP Revision Guide and Workbook.</b></p> <p><b>Unseen poetry workbook can be set as homework project</b></p>	
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		<b>CGP Revision Guide and Workbook.</b>				
<b>Links to Gatsby Benchmarks:</b>	<b>4- Working in the theatre industry.</b>	<b>4- Working in the theatre industry.</b>	<b>4- Being a writer!</b>	<b>4- Exploring jobs linked to novel.</b>	<b>4- Exploring jobs linked to poems</b>	<b>4- Exploring jobs linked to novel</b>