

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	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
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<p>9N</p> <p>AO1: Read, and respond critically to texts. Use quotes.</p> <p>AO2: Analyse how language, form and structure create meaning.</p> <p>AO3: Compare relations between texts and contexts in which they were written.</p> <p>AO4: vocab, sentence structure and spelling.</p>	<p>Topic: An Introduction to An Inspector Calls</p> <p>Modern Text</p> <p><u>Key Skills and Knowledge:</u></p> <p><u>Students will:</u></p> <p>Read and experience film adaptations of the novel.</p> <p>Have some understanding of historical and political context.</p> <p>Have an appreciation of setting and how this manifests through character actions/reaction.</p> <p>Understand what the character of Eva Smith represents on a micro and macro level.</p>	<p>Topic: An Introduction to A Christmas Carol</p> <p>19th Century Novel</p> <p><u>Key Skills and Knowledge:</u></p> <p><u>Students will:</u></p> <p>Read / listen to a suitable version of the story.</p> <p>Understand the historical context.</p> <p>Discuss / debate what makes a happy and fulfilling life? Is it just money?</p> <p>Have an appreciation of setting and atmosphere.</p> <p>Have an idea of writer's viewpoint and purpose.</p> <p>Have some knowledge of impact upon Victorian Society and modern-day</p>	<p>Topic: Macbeth An Introduction to Macbeth -focus on up to The King's murder</p> <p><u>Key Skills and Knowledge:</u></p> <p><u>Students will:</u></p> <p>Read and watch a suitable version of the play.</p> <p>To know a basic plot overview.</p> <p>Explore the context of the play – what was life like in 11th Century Scotland?</p> <p>Explore who William Shakespeare was</p> <p>Explore the Supernatural – create character profile for The Witches</p> <p>Explore what the Witches predictions were?</p> <p>Explore Act 1 Sc 5 / 7 in detail- how does Lady</p>	<p>Topic: Macbeth Focus from The King's murder – end</p> <p><u>Key Skills and Knowledge:</u></p> <p><u>Students will:</u></p> <p>To recap the basic plot overview</p> <p>Explore how Macbeth and Lady Macbeth act in Act 3 Sc 2 (Lady Macbeth is concerned about Macbeth's misery)</p> <p>Explore the difference between how Macbeth and Lady Macbeth are reacting in Act 3 Sc 2</p> <p>Explore how Shakespeare presents the consequences of ruthless ambition in the play (greed, guilt, paranoia, mental health...)</p>	<p>Topic:</p> <p>An Introduction to Power and Conflict Poetry Anthology</p> <p>War Poetry / Identity</p> <p>Explore how conflict / identity is presented in:</p> <p><i>War Photographer</i></p> <p><i>Kamikaze</i></p> <p><i>Remains</i></p> <p><i>Checkin Out Me History / (Half Caste additional)</i></p> <p><i>Emigree</i></p> <p><i>London</i></p> <p><u>Key Skills and Knowledge:</u></p> <p><u>Students will:</u></p> <p>Gain an understanding of what poetry / rap is (e.g. a means of telling a story)</p>	<p>Topic:</p> <p>An Introduction to Power and Conflict Poetry Anthology</p> <p>Explore how conflict / nature is presented in:</p> <p><i>The Charge of the Light Brigade</i></p> <p><i>Bayonet Charge</i></p> <p><i>Exposure</i></p> <p><i>Storm on the Island</i></p> <p><i>Ozymandius</i></p> <p><i>My last Duchess</i></p> <p><u>Key Skills and Knowledge:</u></p> <p><u>As done in Summer 1 Students will continue to:</u></p> <p>Explore the concept of War – create mind-map</p> <p>Develop PEEEs and include more than 1 quotation to support points.</p>
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<p>Create character profiles on the main characters.</p> <p>Understand why and how social class, gender, generational gap and poverty is presented in the play.</p> <p>Have knowledge of collective responsibility and virtue of goodness.</p> <p>Appreciate that all characters have free will to choose / real change happens when collective responsibility is realised</p> <p>Appreciate Eva Smith/Daisy Renton is the silent embodiment of goodness</p> <p>Appreciate Mr and Mrs Birling and Gerald represent the resistance to change.</p>	<p>relevance of the novel.</p> <p>Create character profiles on the main characters</p> <p>Appreciate the themes of Christmas, Redemption and Social Justice</p> <p>Develop my PEE and include more than 1 quotation to support my point.</p> <p>Understand the life lessons learnt by Scrooge</p> <p>Key Questions:</p> <p>Can I:</p> <p>Explain how Dickens presents Scrooge's fear in one extract from the novella?</p> <p>Explain the plot to a peer?</p>	<p>Macbeth persuade Macbeth to murder The King?</p> <p>Explore how Shakespeare uses language to present the attitudes of Macbeth and Lady Macbeth towards greed / power.</p> <p>Explore the character profiles for Lady Macbeth, Macbeth and Banquo?</p> <p>Key Questions:</p> <p>Can I:</p> <p>Analyse tactics used by Lady Macbeth?</p> <p>Explain the tactics used by Lady Macbeth?</p> <p>Explain the character traits of Lady Macbeth and Macbeth?</p>	<p>Explore how Macbeth and Lady Macbeth change during the play</p> <p>Explore the reasons for Lady Macbeth's madness / poor mental health</p> <p>To be able to take part a freeze frame / drama of 'here's a spot' scene (Act 5 Sc 1)</p> <p>To appreciate the main themes in the play –</p> <p>Ambition</p> <p>Appearance and Realty</p> <p>The Supernatural</p> <p>Key Questions:</p> <p>Can I:</p> <p>Describe the basic plot of the story e.g. in a storyboard?</p>	<p>Explore the concept of War – create mind-map</p> <p>Develop PEEEs and include more than 1 quotation to support points.</p> <p>Gain an understanding of what 'power' and 'conflict' mean.</p> <p>Identify and understand poetic devices (Simile, metaphor, personification)</p> <p>Explore the writer's presentation and delivery of an idea/message through the power of language.</p> <p>Explore how ideas about Power and/or Conflict are presented in specific poems.</p> <p>Explore the message in each poem.</p>	<p>Gain an understanding of what 'power' and 'conflict' mean.</p> <p>Identify and understand poetic devices (Simile, metaphor, personification)</p> <p>Make links to/comparing ideas/themes.</p> <p>Explore the writer's presentation, exploration and delivery of an idea/message through the power of language.</p> <p>Explore how ideas about Power and/or Conflict are presented in specific poems.</p> <p>Explore the message in each poem.</p> <p>Key Questions:</p> <p>Can I:</p> <p>Write / explain how writers present their</p>
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	<p>Appreciate Sheila and Eric Birling become the voices of consciousness and change.</p> <p>Appreciate Inspector Goole represents a judge/god –like figure.</p> <p>Key Questions:</p> <p>Can I:</p> <p>Explain the historical context of ACC?</p> <p>Understand the main themes?</p> <p>Explain what each main character represents?</p> <p>Write in a PEEE format?</p> <p>Take part in a debate about who is to blame for Eva’s death?</p>	<p>Comment on the historical context?</p> <p>Present my character profile to a small group?</p> <p>Read in-role from the novella?</p> <p>Write a letter / diary from the perspective of a character e.g. Tiny Tim / Scrooge?</p> <p>Act out a small scene / freeze frame from the story to represent how the characters are feeling?</p> <p>Suggested Reading:</p> <p>A Christmas Carol.</p> <p>CGP Revision Guide and Workbook</p>	<p>Debate / write about who was to blame for The King’s murder – Macbeth or Lady Macbeth?</p> <p>Take part in a short drama / freeze frame between Macbeth and Lay Macbeth?</p> <p>Answer a GCSE style question using PEEE style?</p> <p>Suggested Reading:</p> <p>Macbeth – suitable version</p> <p>CGP Revision Guide and Workbook.</p>	<p>Analyse Act 5 Sc 1 and one other key scene- what is happening? What words does Shakespeare use that are effective?</p> <p>Take part in some drama activities freeze frame based on Act 5 Sc 1</p> <p>Answer a GCSE style question using PEEE style</p>	<p>Key Questions</p> <p>Can I:</p> <p>Comment on the message in each poem?</p> <p>Explore how each poet present his ideas about Power / War / identity?</p> <p>Identify the language the poet uses?</p> <p>Explore literacy devices used?</p> <p>Recognise themes in the poems?</p> <p>Plan and write a response to poems covered?</p> <p>Use quotations to back up my ideas? Annotate each poem for language and structure?</p> <p>Suggested Reading:</p>	<p>ideas about War and Conflict?</p> <p>Explain how language is used for effect?</p> <p>Identify and explain what themes are covered?</p> <p>Use quotations in my answer?</p> <p>Explain my quotations?</p> <p>Write and basic GCSE style answer?</p> <p>Plan and write a poem on an issue important to them?</p> <p>Suggested Reading:</p> <p>AQA Power and Conflict Anthology.</p>
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	<p>Read / act in-role?</p> <p>Answer a basic question on the characters / themes?</p> <p><u>Suggested Reading:</u></p> <p>An Inspector Calls.</p> <p>CGP Revision Guide and Workbook.</p>				<p>AQA Power and Conflict Anthology.</p> <p>CGP Revision Guide and Workbook.</p>	
<p>Links to Gatsby Benchmarks:</p>	<p>4- Working in the Police</p>	<p>4- Having compassion in the work place</p>	<p>4- Working in the theatre</p>	<p>4- working in the theatre</p>	<p>4- Exploring jobs linked to themes in poems</p>	<p>4- Exploring jobs linked to themes in novel</p>