

What are the aims and intentions of this curriculum?

This curriculum aims to provide students with a more in depth study of the elements literature, including the gothic genre that were initially introduced in Year 8, as well as introduce other tragic aspects of the nineteenth century novel that will serve as a prerequisite in facilitating students' understanding of similar texts studied at GCSE. Consequently, this year seeks to expose students to content that will enable them to understand, express and analyse ideas, while communicating them in a competent and cogent manner. Moreover, as the texts at this stage explore a myriad of topics, students are thereby given the opportunity to discuss and debate issues as they arise, and as such develop culturally, emotionally, intellectually, socially and spiritually, while acquiring new knowledge to enhance their prior knowledge. This then permits them to be better able to understand the issues that are being explored and how they connect to their everyday lives.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>19th Century Prose</p> <p>To explore the conventions of the gothic genre of the prose fiction: <i>Frankenstein</i> by Mary Shelley</p>	<ul style="list-style-type: none"> To explain the concept of Gothic Literature and discuss the elements such as: setting, isolation, the supernatural, mystery, etc.; To identify key terms associated with the gothic genre and their significance, such as: hero, hero-villain, damsel in distress, the sublime concept, etc.; To discuss the social and historical context of the novel in relation to Galvanism in the 1800s; Romanticism; The Age of Enlightenment; The French Revolution; To evaluate the impact of scientific advances in the context of Christian society during the Victorian era; To define key structural features epistolary, motifs, allusion, foreshadowing and flashback and their importance in the narrative framework of the novel; To define the terms victim and villain, and discuss whether the main character fits each mold. To explore specific themes within the text such as Alienation, Loss of Innocence, Revenge, Prejudice, Ideas of Secrecy, Ethics Family, Science vs Religion, Light vs Darkness are explored in the text, etc; 	<p>As students immerse in the experience of the text, they will build up on their appreciation and love garnered in the previous years, thus solidifying the skills to understand what the writer has written, and what inspired the writer to explore these ideas; how diction and figurative language are used to arrive at multiple interpretations; how ideas are linked to social, historical, cultural and the moral context of the text, and how the audience and the wider society are impacted by this. In engaging with the text, students will become more competent in forming personal opinions, learn to be impartial in their judgments of characters and themes and express their ideas with a level of efficacy that showcases their inferential, critical, analytical and evaluative skills.</p>	<p>Reading: Thematic analysis of given extract</p> <p>Writing: Create opinionated magazine article regarding science vs religion.</p> <p>Speaking: Debates on topical issue explored in the text</p>

Autumn 2

Shakespearean Drama

To engage in an in-depth analysis of the rudiments of the tragicomedy genre:

The Merchant of Venice by William Shakespeare

- To explore contextual factors relating to the play such as social hierarchy in the sixteenth century; Venice in the sixteenth century as a hub of trade and business; the tension between Christians and Jews in the sixteenth century; the role of women in the society; the significance of race, gender, social status and power within the society.
- To engage in a comprehensive investigation of the playwright's methods including techniques such as soliloquy, monologues, asides, dramatic irony. Select and compare quotes from different characters and different acts to enable whole synthesizing information across text
- To evaluate aspects of setting/character/events within the text
- To examine the texts through various lens, such as from religious, social or moral perspectives
- To explore how perspective plays a role in the reading of the text.
- To discuss the amalgamation of the comedic and tragic genres that underpin the play
- To explore Shakespeare's ultimate message and whether or not Merchant of Venice is a morality play or a perpetuation of racial attitudes
- To provide a personal and original opinion on events within the play

Engaging with this text will allow students to build upon their initial understanding of the tragicomedy, which began at year 8, and move towards a more in-depth exploration and evaluation of the genre's key elements. This will therefore allow students to develop their critical thinking and cognition skills, thus providing scaffolding for their experience of Macbeth at GCSE level. As such, the aim is to enable students to have an enjoyable experience reading a Shakespeare with a more serious undertone, whilst simultaneously encouraging pupils to have high standards of literacy (reading, writing and spoken language). In addition, the overarching themes explored are inextricably linked to British values, thus promoting moral ethics of tolerance and respect among students, therefore enabling their social development alongside their academic growth.

Reading: Discussion of theme from the perspective of a prominent character in the play.

Writing: Rewriting of the play's final scene to establish it as a full tragedy.

Speaking: Create Opinionated defense from the perspective of the villain in the play.

Spring 1

19th Century Fiction vs Modern Fiction:

To explore a compilation of short stories and extracts across genres from the anthology: ***The Power of Imagination***

Reading: (4 weeks)

Writing: (3 weeks)

Reading:

- To explore elements of short story including, main plots, sub plots, point of view, character construction, themes.
- To discuss the specific conventions of the stories - Gothic, dystopian, realism, science fiction
- To establish and analyse techniques used by writers in exploring character, setting and themes, including narrative form, symbolism, motif, allegory
- To determine and evaluate writer's message/aims in presenting themes/characters
- To make contextual links to life in the specific time period of each short story: American Gothic literature, Masquerade culture. Authorial influences and reception of piece based on time period.
- To write evaluative essays that demonstrate understanding of how authorial methods are used to establish the writer's message

• **Writing: Narrative and Descriptive**

- To explore various story starters such as establishing setting, action or description of character
- To use planning methods for creating a story (a story mountain, brainstorming, bullet points etc.)
- To use techniques to establish and develop a character with a personality that makes them interesting for readers.
- To write creative pieces which demonstrate understanding of systematic use of structure and style, such as cyclical structure, cinematic focus, multiple narratives and allegorical forms.
- To produce engaging and creative narrative work incorporating a range of sophisticated literary devices and techniques
- To apply a wide range of vocabulary in writing, with increasing sophistication.
- To begin to use sophisticated punctuation accurately and more widely
- To write consistently in Standard English with grammatical accuracy

Studying this module will serve to expose students to wide cross section of fiction, from the early 19th century to present day. This will not only function as a stimulant to further enhance literacy skills (reading, listening, thinking, and writing) but also provide them with vicarious experiences which will allow them to view different facets of human experiences. As such, they will gain skills in becoming more perceptive and evaluative as they make logical and articulate judgments about ideas presented by writers. As their thinking skills develop, so too will their writing, as they take a more systematic and organised approach in presenting their ideas. Furthermore, students will arrive at a thorough understanding of the narrative framework of various fiction texts and the connectivity among the elements and be able to apply this knowledge in creating their own creative pieces.

Reading: Extract based analysis of language and structural features to present a range of meaning in fiction.

Writing:

Description/Short story based on a given prompt.

Speaking:

Spring 2

Non-Fiction for Different Purposes:

To explore non-fiction elements of a compilation of short extracts from a variety of sources in the anthology: ***The Power of Voice***

Reading: (4 weeks)

Writing: (3 weeks)

Reading:

- To explore modes of non-fiction including, expository, persuasive and argumentative.
- To explore forms of writing such as magazine articles, blogs, speeches, editorials
- To discuss the specific conventions of non-fiction – cause and effect, problem and solution, comparison contrast, persuasion.
- To summarise main ideas of non-fiction texts
- To extract judicious references to support a range of ideas
- To establish and analyse techniques used by writers in establishing ideas – repetition of ideas, juxtaposition, parallelism, rhetoric devices, etc.
- To determine and evaluate writer's message/aims in ideas
- To write evaluative essays that demonstrate understanding of how authorial methods are used to establish the writer's message

Writing: Expository and Persuasive

- To apply a wide range of vocabulary in writing, with increasing sophistication.
- To begin to use sophisticated punctuation accurately and more widely
- To write consistently in Standard English with grammatical accuracy
- To write responses for different purposes that appeal to wide range of audiences

This module continues to build on students' literacy and cognitive skills, while simultaneously supporting development in technical accuracy. Students will be able to read a wide range of texts, fluently and with good understanding, and use knowledge gained from wide reading to inform and improve their own writing. As such, they will develop efficiency and coherency in using standard forms of grammar, punctuation and spelling. They will continue to acquire and apply a wide vocabulary, alongside a knowledge and understanding of appropriate terminologies, and linguistic conventions for reading, writing and spoken language. Furthermore, students will arrive at a thorough understanding of the structure of non-fiction texts and the connectivity between the elements, thus enabling them to express their own views in an intelligent and lucid manner, adapting language and style for a range of contexts, purposes and audience.

Reading: Extract based analysis of language and structural features to present a range of meaning in non-fiction.

Writing: Create an argumentative magazine article based on a given scenario.

Speaking: Oral presentation on a thematic issue in favorite text studied.

Summer 1

Poetry Across Time:

To Explore thematic issues of a collection of poems from the anthology: *Verse-atility*

- To summarise the 'stories' being told by the poems
- To independently identify poetic devices and explore their meanings
- To independently and accurately identify forms and structures of the different poems
- To connect themes with the content of the poems
- To comment on implicit meanings
- To independently choose a poem that correlates well with another, considering their compatibility against a given theme.
- To use appropriate discourse markers throughout comparative essays.
- To apply a wide range of vocabulary in writing, with increasing sophistication.
- To begin to use sophisticated punctuation accurately and more widely
- To write in consistent Standard English with grammatical accuracy
- To understand how integrate contextual factors in own writing
- To learn how to choose relevant quotations against a given theme/topic and embed them securely in own writing
- To comment critically on the intended effects of devices.
- To write a full comparative essay.

In studying the compilation of poems from the anthology *Verse-atility*, students will further hone core skills garnered at year 8, as well as build on their prior knowledge to bridge the gap between KS3 and KS4. As such, studying the module will enable students to become proficient in analysis of writer's methods and create clear and coherent responses. They will also gain knowledge in the art of comparing and contrasting, as they begin to identify commonalities and differences among pieces of writing. This skill will allow them to further extend their critical thinking and metacognition skills, as they begin to move towards a more independent way of thinking, in offering their own judgements and opinions of texts.

Reading: Comparative analysis of two poems from the *Verse-atility* anthology.

Writing: Write a social commentary based on any thematic concern highlighted in the poems.

Speaking: Oral presentation of own written piece of poetry or commentary