

Year 9 English	Fertile Question/ Content / Concepts / Knowledge	<p align="center"><b><u>Lord of the Flies by William Golding</u></b>  <b>October - December (66 lessons)</b>  <b>(11 teaching weeks)</b></p>	<p align="center"><b><u>Macbeth by William Shakespeare</u></b>  <b>December – March (60 lessons)</b>  <b>(10 teaching weeks)</b></p>	<p align="center"><b><u>Power and Conflict Poetry</u></b>  <b>March - July (72 lessons)</b>  <b>(12 teaching weeks before AP3 then 4 further weeks.</b></p>	<p align="center"><b>End Game</b></p>
		<ul style="list-style-type: none"> <li>AQA GCSE English Literature 8702 – Paper 2 section A</li> </ul> <p>FERTILE QUESTION: Does absolute power corrupt absolutely?</p> <p>CONTENT: <i>Lord of the Flies</i> and critical/contextual readings.</p> <p>CONCEPTS: Symbolism, dystopia, allegory, hierarchy, identity, childhood, imagery and how language devices and structural devices are used to communicate ideas and influence readers. They will consider how Golding was also inspired by events in his own time, and reflect on the authors’ ideas about the American and British societies in which they lived.</p> <p>KNOWLEDGE: Pupils will explore an influential British novel and be able to explain the contextual ideas that influenced Golding. They will explore Golding’s use of symbolism and incorporate elements of his style into their own writing. They will develop their use of evaluative skills to underpin their analysis, referencing wider reading. They will also use ambitious language and structural features for effect to develop their creative writing skills. The vocabulary used by students will be increasingly complex.</p> <p>Bespoke literacy starters given every lesson.</p>	<ul style="list-style-type: none"> <li>AQA GCSE English Literature 8702 – Paper 1 section A</li> </ul> <p>FERTILE QUESTION: Does absolute power corrupt absolutely?</p> <p>CONTENT: Read and explore ‘<b>Macbeth</b>’, focusing on the themes of kingship, gender, good and evil, appearance and reality, ambition and the supernatural, life and death, order and chaos, sleep and restlessness.</p> <p>CONCEPTS:</p> <ul style="list-style-type: none"> <li>themes</li> <li>dramatic techniques</li> <li>figurative language and recurring imagery</li> <li>characterisation</li> <li>plot and structure</li> <li>literary and socio-historical context</li> <li>verse, prose and rhyme</li> </ul> <p>KNOWLEDGE: Pupils will explore how Shakespeare was influenced by two theatrical models from previous centuries (Senecan tragedy and the morality play), beliefs about the Great Chain of Being and the divine right of kings, and contemporary attitudes towards witchcraft, the supernatural, and religion.</p> <p>Bespoke literacy starters given every lesson.</p>	<ul style="list-style-type: none"> <li>AQA GCSE English Literature 8702 – Paper 2 section B</li> </ul> <p>FERTILE QUESTION: What does it mean to be human?</p> <p>CONTENT: Poetry selection from ‘<b>Power and Conflict</b>’ cluster, focusing on ideas about war, the power of nature, the power of memory, identity, guilt and the power of humanity. Each poem is paired with non-fiction contextual texts where decoding skills are modelled.</p> <p>CONCEPTS:</p> <ul style="list-style-type: none"> <li>themes</li> <li>poetic techniques</li> <li>language and imagery</li> <li>characterisation and voice</li> <li>Socio-historical context</li> </ul> <p>KNOWLEDGE: How poets use the following for effect: metaphor, simile, rhyme, enjambment, alliteration, stanza, metre, repetition, ellipsis, hyperbole, pun, allusion, connotation, caesura, juxtaposition, assonance, alliteration, imagery, semantic field.</p> <p>Bespoke literacy starters given every lesson.</p>	<ul style="list-style-type: none"> <li>Read and give a developed and sophisticated interpretations using imaginatively selected supporting textual detail</li> <li>Read and give a skilled analysis which demonstrates a sophisticated appreciation of how the writer has used language and structure to achieve effects and influence the reader.</li> <li>Use precisely–selected and integrated subject terminology deployed to enhance the response.</li> <li>Read and give a detailed, interwoven comparison which explores writers’ ideas and perspectives and how they are conveyed.</li> <li>Read and give a sustained critical evaluation.</li> <li>Write in forms that are deliberately adapted to position the reader, showing a sophisticated control of purpose and effect.</li> <li>Tone, style and register are ambitiously selected and deployed to enhance the purpose of the task.</li> <li>There is a skilfully controlled overall structure, with paragraphs and grammatical features used to support coherence and cohesion and achieve a range of effects.</li> </ul>
<p align="center"><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>AP1 wc 04/12/2017</li> <li><i>Lord of the Flies</i> – 45 min closed-book exam which is in the style of AQA literature paper 2 section A (assessed for AO1, AO2, AO3 and AO4).</li> <li>GEM/DIRT activities are essay-based in the style of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>AP2 wc 05/03/2018</li> <li><i>Macbeth</i> and <i>Lord of the Flies</i> – 90 min closed-book exam which is in the style of AQA literature paper 1 section A and paper 2 section A respectively (assessed for AO1, AO2, AO3 and AO4).</li> <li>GEM/DIRT activities are essay-based in the style of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>AP3 wc 18/06/2018</li> <li><i>Macbeth</i> and <i>Comparison poetry</i> – 90 min closed-book exam which is in the style of AQA literature paper 1 section A and paper 2 section B respectively (assessed for AO1, AO2, AO3 and AO4).. One essay question that is also assessed for SPaG.</li> <li>GEM/DIRT activities are essay-based in the style of the exam.</li> </ul>	<p>AQA GCSE English Literature</p> <p><u>Paper 1</u></p> <p>SECTION A: Macbeth</p> <p>SECTION B: Jekyll and Hyde</p> <p><u>Paper 2</u></p> <p>SECTION A: An Inspector Calls</p> <p>SECTION B: Comparison poetry</p> <p>SECTION C: Unseen poetry</p> <p>SECTION D: Unseen comparison poetry</p>	