

Year 9 Literature and Language GCSE Long Term Plan 2019-2020

Year Group/Term	Fertile Question	Powerful New Knowledge	Revisiting Knowledge	Assessment
<p>Year 9 Term 1:</p> <p>Literature: Assuring a solid understanding of plot and character in A Christmas Carol.</p> <p>Language: Understanding Victorian Britain through a range of fiction and non-fiction texts.</p>	<p>How have the ghosts been used as a vehicle for change in Scrooge?</p>	<p>Character and Plot.</p> <ul style="list-style-type: none"> - Scrooge’s Character. - Marley’s Ghost. - The three ghosts of Christmas. - Belle, Fezziwig and the Cratchit Family. - Scrooge’s family relations (nephew and his sister). - Dickens’ intentions. <p>Language</p> <ul style="list-style-type: none"> - Develop students’ viewpoints/opinions. - Analyse how writers use language and structure to achieve effects and influence readers. - Compare writers’ ideas across two or more texts. - Evaluate texts critically and support this with appropriate textual references. 	<ul style="list-style-type: none"> - Supernatural and Superstitious Beliefs - Allusion and allegory - Foreshadowing - Irony - Symbolism - Inference - Identifying evidence - Figurative language 	<p>Summative Assessment: How is Scrooge’s change presented in the novella?</p> <p>Formative Assessment: Responsive Teaching surrounding transactional writing and language analysis.</p> <p>Multiple-Choice assessment surrounding SPAG. “Who said it” quotation and “Event Order” learning and assessment.</p> <p>PIXLit APP.</p>

<p>Year 9 Term 2:</p> <p>Literature: Assuring a solid understanding of plot and character in Romeo and Juliet</p> <p>Language: Exploring how language is used to reflect social attitudes across Elizabethan and Modern Britain.</p>	<p>How far is Romeo and Juliet’s relationship used as a driving force for the play’s narrative?</p>	<p>Character and Plot.</p> <ul style="list-style-type: none"> - The Capulet and The Montague family. - Romeo and Juliet’s relationship and interactions. - The Nurse and Friar Lawrence. - Mercutio and Tybalt. - Shakespeare’s intentions. <p>Language</p> <ul style="list-style-type: none"> - Develop students’ viewpoints/opinions. - Analyse how writers use language and structure to achieve effects and influence readers. - Compare writers’ ideas across two or more texts. - Speech, Article and Letter Writing. 	<ul style="list-style-type: none"> - How tension is created - Allusion and allegory - Irony - Supernatural and Superstitious - Foreshadowing - Irony - Symbolism - Inference - Identifying evidence - Crafting of transactional writing – engaging and affecting a range of audiences - Crafting of transactional writing – use of linguistic devices for effect - Crafting of transactional writing – use of grammatical forms for effect 	<p>Summative Assessment: How is conflict presented in Romeo and Juliet?</p> <p>Formative Assessment:</p> <p>Responsive Teaching surrounding transactional writing and language analysis.</p> <p>Multiple-Choice assessment surrounding SPAG.</p> <p>“Who said it” quotation and “Event Order” learning and assessment.</p> <p>PIXLit APP.</p>

<p>Year 9 Term 3:</p> <p>Literature: Assuring a solid understanding of plot and character in An Inspector Calls</p> <p>Language: Exploring language and how literary texts reflect societal issues.</p>	<p>How does JB Priestley use the Inspector to influence the other characters within the play?</p>	<p>Character and Plot.</p> <ul style="list-style-type: none"> - The Birling Family. - Eva Smith/ Daisy Renton. - The Inspector. - Gerald. - JB Priestley’s Intentions. <p>Language</p> <ul style="list-style-type: none"> - Develop students’ viewpoints/opinions. - Analyse how writers use language and structure to achieve effects and influence readers. - Evaluate texts critically and support this with appropriate textual references. - Apply creative writing skills to effectively produce character description. 	<ul style="list-style-type: none"> - Crafting of descriptive writing – use of vocabulary and linguistic devices - Crafting of descriptive writing – punctuation and sentence structure - How tension is created - Supernatural and Superstitious Beliefs - Allusion and allegory - Irony - Figurative language 	<p>Summative Assessment: How is The Inspector presented in the play?</p> <p>Formative Assessment: Responsive Teaching surrounding descriptive writing and language analysis.</p> <p>Multiple-Choice assessment surrounding SPAG.</p> <p>“Who said it” quotation and “Event Order” learning and assessment.</p> <p>PIXLit APP.</p>
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