



## Year 9 Knowledge Overview

Week No.	Big question	Learning intentions	Assignment	Online Resource	Offline Resource
1	<p>Big Question: Revision of Victorian life</p> <p>Big Question: How do you break down a 19<sup>th</sup> Century text to understand meaning?</p>	<p>To be able to retrieve and summarise key information about Victorian Britain from non-fiction texts.</p> <p>To understand:</p> <ul style="list-style-type: none"><li>➤ Life for the rich and poor</li><li>➤ Working life for children</li><li>➤ Industrial revolution</li><li>➤ Workhouses</li><li>➤ Coal mines</li><li>➤ Working class life</li></ul>		<p>Live Lesson</p> <ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=FDZe512gPeE">https://www.youtube.com/watch?v=FDZe512gPeE</a></li><li>• <a href="https://www.youtube.com/watch?v=36M-cCADgnk">https://www.youtube.com/watch?v=36M-cCADgnk</a></li></ul>	
2	<p>How do writers use language to persuade their readers?</p> <p>Write a persuasive piece of writing.</p>	<p>To understand the difficulties the underprivileged faced in 19th century Britain.</p> <p>To understand the methods used in a persuasive piece of transactional writing.</p> <p>To produce an effective piece of persuasive writing.</p>	<p>Write a letter to the Victorian government expressing your views on the difficulties that the poor face in society.</p>	<p>Live Lesson</p> <p><b>Watch the video</b> 'Industrialisation and its impact on Society' on GCSE Pod - GCSEPod 3.0 Dashboard</p> <p><b>Watch the videos:</b></p> <ul style="list-style-type: none"><li>• 'Persuasive Language Part 1: Persuasive Writing' - Persuasive Language Part 1   Persuasive Writing   EasyTeaching –</li></ul>	



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				<ul style="list-style-type: none"><li>• YouTube · Watch the video 'Persuasive Language Part 2: Persuasive Writing' - Persuasive Language Part 2   Persuasive Writing   EasyTeaching –</li><li>• YouTube · Watch the video 'Writing to Argue' on</li><li>• YouTube - Writing an Argument - YouTube · Watch the video 'GCSE English Language: Writing a Letter' on</li><li>• YouTube - GCSE English Language: Writing A Letter - YouTube</li></ul>	
3	Big Question: How has crime and punishment changed over time?	<p>To understand how crime and punishment has changed since the 19<sup>th</sup> century.</p> <p>To identify and understand how punishment for particular crimes has changed since the 19th century.</p> <p>To be able to explain why punishment is an important part of society.</p>	Create an analytical response answering the following question: How has Wilde used language to express his thoughts on the treatment of prisoners in Reading prison?	Live lesson	



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		<p>To identify Wilde's view of the treatment of children in prison.</p> <p>To be able to justify your opinion with an explained response.</p> <p>To be able to analyse the writer's use of methods to express a viewpoint.</p> <p>To be able to produce a clear response to a 'how' question.</p> <p>To identify key quotations which clearly demonstrate the writer's view of the treatment of prisoners in the extract.</p> <p>To be able to identify similarities and differences across two texts.</p> <p>To be able to explain how writer's have used language to present similar or different attitudes within a text.</p>			
4	Big Question: How do writers sustain a clear tone within their writing?	<p>To be able to identify the features of a newspaper.</p> <p>To be able to identify the differences in a tabloid and a broadsheet newspaper.</p> <p>To be able to identify the purpose, audience and tone of an article.</p>	Create an article arguing for or against this statement 'Prison is a waste of time; it is becoming a home from home to prisoners rather than a true punishment.'	Live lesson	



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		<p>To be able to identify key ideas within a text.</p> <p>To be able to express your opinion in full sentences.</p> <p>To expand on your key ideas to produce a plan for your article.</p> <p>To identify how writers, create and maintain a clear tone within their writing.</p> <p>To produce an introduction to your article which clearly demonstrates your opinion.</p> <p>To be able to make purposeful vocabulary choices that help to create a clear tone of voice within your writing.</p> <p>To be able to create a cohesive argument and opinion throughout your writing.</p>			
5	Big Question: How do writers use language to present	<p>To be able to define 'masculinity'.</p> <p>To be able to explain what attributes were associated with men during the 19th century.</p>	Create an evaluative response to the following task: : 'The writer of this article clearly believes that women and men have different roles	Live lesson	



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	attitudes towards masculinity and gender differences?	<p>To be able to clearly express an opinion about stereotypical masculinity.</p> <p>To be able to identify key ideas within a text.</p> <p>To be able to recap how to create a clear response to a 'how' question.</p> <p>To be able to analyse the writer's use of methods to express a viewpoint.</p> <p>To be able to produce a clear response to a 'how' question.</p> <p>To be able to identify the difference in gender expectations in the 19th century.</p> <p>To be able to form a clear opinion of a statement and use evidence to support your opinion.</p> <p>To identify and analyse key quotations in an extract.</p> <p>To be able to formulate opinions on an extract and justify your ideas.</p>	that do not affect superiority.' To what extent do you agree?		
6	How do writers sustain a clear	To be able to explain equality, diversity and inclusion in your own words.	Create a leaflet which explains to students in your school why equality, inclusion and diversity are so important.	Live lesson	



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	<p>purpose throughout their writing?</p>	<p>To be able to explain why equality, diversity and inclusion are all important aspects of society.</p> <p>To be able to identify the purpose and audience of a task.</p> <p>To be able to identify the purpose and audience of different non-fiction writing examples.</p> <p>To be able to identify the features of a leaflet.</p> <p>To be able to make deliberate vocabulary choices that impact the tone of our writing.</p> <p>To demonstrate an understanding of the key features of a leaflet within our own writing.</p> <p>To demonstrate an understanding of the key features of a leaflet within our own writing.</p> <p>To be able to identify the key elements of a conclusion.</p> <p>To be able to effectively conclude our ideas within our writing.</p>			
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