

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 9	Unit: 19 th Century Discovery
Unit objectives: (NC Statements) The students will complete a module of work, studying a variety of 19 th Century texts including <i>Frankenstein</i> , <i>Hound of the Baskervilles</i> , and <i>Pride and Prejudice</i> . They will focus on accessing a more challenging text in terms of style/era in preparation for both literature and language GCSEs.		

Context for study:

In Year 7 and 8, the students developed their ability to access a novel, focusing on the representation of character and theme. They are also given extracts in the *Heroes and Villains* unit and asked to evaluate them. This unit introduces them to more challenging texts and concepts that will aid them later on during their GCSEs. They will also focus on accessing a more challenging text in terms of style/era in preparation for the GCSE courses in Year 10. The final assessment will focus on questions regarding language analysis and evaluation, skills they will revisit in GCSE. Students will gain access to high-level terms such as Marxism which links to the A-Level Literature course.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Students are introduced to thematically linked **key vocabulary** at the start of this unit. This comprises of **20 words** which they define using their word bank in their workbooks to enable use throughout their lessons.

- Know the context of the 19th Century that is applicable to the unit, including a basic overview of Marxism, the Empire (linking cross-curricular with History), the Industrial Revolution, The Gothic, and Detective Fiction. They will know about the broad changes in the 19th century in terms of mechanical production and of two dominant genres of fiction.
- Know about the Gothic; the traditional gothic settings (castles, dungeons, secret passages etc.), gothic tropes (curses, secrets, elements of the supernatural etc.) and use it in their writing.
- Know what the Epistolary novel means; know how it relates to the novel *Frankenstein*; know what an embedded narrative is and what a framing narrative is.
- Know what happens at the beginning of *Frankenstein* and know what happens when the monster is given life. Know how to pick out interesting words and phrases and how the writer is giving an impression of the monster through these.
- Know how to use the sentence frames "The reader gets the impression", "The writer chose to use", "Perhaps the writer intended for" to write a structured paragraph to answer a question on language.
- Know who Sherlock Holmes is; know how he is presented in contemporary media and how he was presented in the 19th Century; know the impression he leaves on the readers as a result of Conan Doyle's choice of vocabulary.
- Know how Sherlock Holmes is portrayed through his interactions with other and know how Conan Doyle could be effecting the reader; know what it means to evaluate something and know the adverbs associated with evaluation; know how to answer a question which asks the students to evaluate how the writer successfully creates an effect.
- Know the story of the Yellow Wallpaper and know the choices that the writer makes in the story.
- Know the concept of the panopticon and summarise how it links to prisons; know about the acceleration of prisons in Victorian England; know how Dickens presents his opinion on prisons.

The Warriner School Subject Curriculum Map

- Know what happens in *The Tell-Tale Heart* and know how the characters are presented in the book; know the impression left on the reader.
- Know the context of Jane Austen and how it could be significant; know the opening of *Pride and Prejudice* using the High-Five Reading Strategy to dissect the text.
- Know how Dickens creates an atmosphere in *Bleak House*; know how his descriptions are effective and know how to mimic his own descriptions in our writing.
- Know how to answer the assessment question on 'How does the writer use language' and 'To what extent do you agree' by recalling the skills taught in the module; know how to use the sentence starters provided to support their answers in language analysis and evaluation.

Possible Misconceptions and adaptive responses to these: identified through formative assessment/retrieval practice/diagnostic questioning.

Students' understanding of who the 'monster' is within Frankenstein. This will be explored in a number of ways, including the meaning behind the word 'monster'.

Modelled reading by the teacher.

There may be misconceptions in vocabulary meaning and also how writers create impressions through language; teachers should identify this through questioning.

Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline?

'How does the writer use language to describe the setting?

To what extent do you agree with this statement?

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2 vocabulary, throughout lessons.

Reading the novel – modelled reading with various engaging strategies.

Supporting discussions based around a range of topics.

Explicit focus on answering questions in full sentences, employing evidence from the texts.

Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.

Writing modelling and paragraph structure provided.

Develop oracy skills through reading, discussion, and the sharing of written viewpoints.

The Warriner School Subject Curriculum Map

Students to write two responses: one on a language question and one on a question asking students to evaluate the writer’s choices. These are linked to what they answer in their English Language GCSE; the unit’s aim is for them to be familiar with these questions and the vocabulary in 19 th Century texts in order to feel more comfortable accessing them later in their learning.	
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