

The Warriner School Subject Curriculum Map

Subject: English	Year Group: 9	Unit: Every Day
Unit objectives: (NC Statements) The students will complete a module of work, studying the novel 'Every Day' in full. Not only will the students track character and themes but they will also consider how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.		



Context for study:

In Year 7 and 8, the students developed their ability to read and understand a modern novel. They considered aspects of narrative voice, structure, language and context. In this module, they will elevate their ability to analyse these aspects of writing by studying a protagonist that changes form in each chapter. They will also consider the novel alongside philosophical teachings and theory. This depth/complexity of study is designed to prepare the students for both GCSE and A-Level where they will analyse varying narrative perspectives within a novel as well as aspects of philosophy. The unit also dovetails with the Representation of Gender, considering the protagonist's changing form.

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.

- Understand the word '**machismo**' which is Spanish and means aggressive or hyper-masculine. Understand what the New York Times article meant when it suggested that some men see illness as a sign of weakness.
- Know (revisit) what the word '**gender**' means and understand that society often stereotypes by gender. (Covered in the Representation of Gender unit). Understand what it means to be masculine or feminine, according to traditional values.
- Know what the term '**figurative language**' means and understand that it includes similes, metaphors, imagery.
- Understand that '**utilitarianism**' is a theory of morality which encourage actions that create happiness and opposes actions that cause unhappiness.
- Know what the 'trolley problem' is in terms of moral decisions. Understand some of the criticisms of the trolley problem. Understand the connections made with driverless vehicles and AI technology.
- Understand some of the theories associated with **identity**. Understand concepts of numerical identity and quantitative identity. Understand the idea of bodily continuity theory whereby a body stays the same over time. Bodily continuity is not essential for personal identity – other things are arguably more important such as memory/thoughts.
- Understand the concept of '**Situation ethics**' where the situation is taken into account first, before deciding on the rules of right and wrong. There is no set of rules, because what might be considered immoral in one situation could be considered the most moral thing to do in another.
- Understand the concept of 'teleology', explaining things in history or in life through the end-product, the goal they have, rather than what begins it. Telos means end-purpose.
- Understand what is meant by OCD and some of the characteristics that might be seen with the condition

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- Understand some of the current issues with child labour in the United States, particularly in terms of health and safety. For example, agricultural employers are largely exempt from the Fair Standards Act that prohibit minors from working. This has led to minors working in tobacco fields and being exposed to nicotine poisoning.
- Know (revisit) the different conventions of a love story and some of the typical plot points. (Covered traditional features of literature associated with love in the Year 9 Poetry unit).
- Know (revisit) the concept of 'catharsis' – the process of releasing and providing relief from strong or suppressed emotions. (Covered in the Frankenstein unit).

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

Students' may have certain views/ attitudes towards gender/identity based upon culture/religion/upbringing. This will also include views towards less traditional views of gender. There is also the exploration of intimate relationships between the characters. These topics will need to be dealt with sensitively and with no judgement.

The texts cover challenging topics such as addiction, mental illness, suicidal thoughts etc. These will need to be dealt with sensitively with the students.

Modelled reading by the teacher.

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

'How is Rhiannon's character shown at different points in the novel'?

Students to write an analytical response, analysing how the character develops during the course of the novel. There is the need to have an in-depth knowledge of key events, quotations and methods employed by the author.

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 extracts from the novel and supporting non-fiction texts – 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.