

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 9	Unit: Presentation of Gender
Unit objectives: (NC Statements) The students will complete a module of work, studying a range of fiction and non-fiction texts, that present gender in different ways. They will know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.		

Context for study:

In Year 7 and 8, the students developed their ability to access both fiction and non-fiction texts, considering how writers express their viewpoints and the significance of context. The Year 9 students will further develop their skills in this area by tracking the more complex theme of gender and representation. They will consider how authors present different genders and how audiences might respond. The final assessment will focus on how Malala is represented to the reader in the extract, reminiscent of the GCSE Paper 1 Language Q4. The roles of writer and receiver also act as a precursor to the A-level Language, Textual Variations paper.

This module also uses some extracts taken from 'Lord of the Flies' and gives an overview of the plot. This is to support the learning of the students as they move into Year 10 and study the novel in full. The role of women in society and their oppression also offers an insight when considering the study of Atwood's, The Handmaid's Tale for the A-Level Literature course. The treatment of women in different cultures is also a useful insight when studying the context of The Kite Runner.

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 what the word '**pejorative**' means. Understand that some words can have pejorative connotations, particularly with regards to gender. For example, consider the meaning of the words, 'spinster' and 'bachelor'.
- Understand that the media industry, particularly music videos, are one of the prime sources for reinforcing how men and women are supposed to behave and act in our society. This has generated interest from universities – Wallis (2010) noted the difference in clothing worn by men and women in music videos.
- Know the meaning of the words '**subvert**' and '**conform**' and what might be considered 'traditional' gender stereotypes.
- Understand what life was like before the 1960s in terms of gender roles. In the wake of WWII, men and women returned to their previous roles. In an effort to regain 'normality', traditional values were reinforced more than ever.
- Understand how advertising differs today compared with the 1960s, with a particular view on gender. Understand that there has been a change in what is considered 'acceptable', particularly when portraying women.
- Know some of the skills required to be an effective sports commentator such as using statistics, use of evocative vocabulary, rapport with co-presenters etc.
- Know that Jacqui Oatley was the first woman to commentate on a football match for 'Match of the Day'. Understand that she received a mixed reception from viewers because of her gender.
- Know the key plot of 'Lord of the Flies'. Know the main concept of a group of boys being stranded on a deserted island, following a plane crash. The boys try to maintain law and order but this diminishes as the boys turn to savagery.
- Understand that William Golding deliberately chose to use boys rather than girls on the island. He explained that this was because he understood the behaviour of boys better than girls. He also said that didn't think that women were equal to men; they were superior.

The Warriner School Subject Curriculum Map

- Understand the concept of 'irony' and why it is ironic that Simon is described as a 'Beast'.
- Know who Charlotte Bronte was and what influenced her writing. Understand that she refused to follow societal norms demanded of women from her era. Understand that she introduced the literary world to a different type of heroine who was courageous and independent, whilst also being virtuous.
- Know that the term 'feminism' means the advocacy of women's rights on the grounds of the equality of the sexes.
- Know the key events that take place in the plot of Jane Eyre and understand how these show Jane's disempowerment or her strength.
- Know about the photograph of the 'Afghan Girl', taken by Steve McCurry, which appeared in the National Geographic. Understand some of the reasons why it became so iconic as an image for showing the plight of refugees.
- Know about the scheme put in place in the UAE to foster gender equality in the workplace. Understand that the theme scheme was considered flawed due to the fact that all of the winners of the awards were men.
- Know that Saudi Arabia possesses 22% of the world's oil reserves. Know that 30% of its population is made up of foreign workers.
- Know what the term '**prohibition**' means and the prohibitions put in place for women in Saudi Arabia. Know that Saudi women were given the right to drive from 2018. Know that women were given the right to vote for the first time in 2015.
- Know about the role of women in society over time. In the 18th and 19th Century, it was very difficult to get a divorce unless you were extremely rich. The pill was introduced in 1961 for married women only. The pill is now taken worldwide by around 100 million women.
- Know what happened to Emily Davison when she was part of the suffragette movement. Know that she died, attempting to pin the colours of the suffragette movement onto the King's horse during a race. Understand that her actions divided opinion.
- Know (revisit) who the suffragettes were and what they stood for with regards to gaining the vote and equality for women. (Covered in the Year 7 Heroes and Villains of the Modern Age unit).
- Understand the difference between suffragists and suffragettes. Suffragists believed in peaceful, constitutional campaign methods. In the early 20th century, after the suffragists failed to make significant progress, a new generation of activists emerged. These women became known as the suffragettes, and they were willing to take direct, militant action for the cause.
- Know what 'propaganda' is and understand why it has been used to promote a particular viewpoint. Understand that it was used both in support and against the suffragette movement. Know that Joseph Goebbels said, "If you tell a lie big enough and keep repeating it, people will eventually come to believe it." He was the Nazi Minister for Propaganda and Enlightenment (1942).
- Know what a pronoun is. Know that a gender-neutral (or gender-inclusive) pronoun is a pronoun which does not associate a gender with the individual being discussed. Know that some language, such as English, do not have a gender-neutral pronoun. Understand that this can be a frustration for members of the LGBTQ+ communities. Understand the benefits and challenges of non-binary pronouns.
- Understand that there are differences in the way that boys and girls are treated in Pakistan. There are differences in expectations for careers. Also, the birth of a child is treated differently according to whether it is a boy or a girl. Understand that Malala Yousafzai was treated differently by her family. Her name was entered into the family tree which is not traditional.
- Know (revisit) who Malala Yousafzai is, her shooting by the Taliban, her journey to England and her pursuit of education for all. (Covered in the Year 7 Heroes and Villains of the Modern Age unit).
- Know that Malala chose to begin her speech to the UN with 'The Bismillah'. Understand that Muslims often say this phrase when embarking on a significant endeavour, and the phrase is considered by some to be a major pillar of Islam.

The Warriner School Subject Curriculum Map

<p><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></p> <p>Students' may have certain views/ attitudes towards gender based upon culture/religion/upbringing. This will also include views towards less traditional views of gender. These topics will need to be dealt with sensitively and with no judgement.</p> <p>The texts cover challenging topics such as oppression of women, violence and death. These will need to be dealt with sensitively with the students.</p> <p>Modelled reading by the teacher.</p>	<p><u>Literacy and Oracy development opportunities:</u> <u>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</u></p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Reading extracts from fiction and non-fiction – modelled reading with various engaging strategies.</p> <p>Supporting discussions based around a range of topics.</p> <p>Explicit focus on answering questions in full sentences, employing evidence from the texts.</p> <p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p>
<p><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></p> <p>'The writer brings the fear of the characters to life in this extract. The reader feels worried for them. How far do you agree with this statement?'</p> <p>Students to write an analytical response, analysing the given extract from the Malala Yousafzai autobiography. The students will call upon their understanding of oppression, violence and denial of voice explored throughout the unit. They will look to identify relevant evidence and explore language choices.</p>	<p>Writing modelling and paragraph structure provided.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p>