

## The Warriner School Subject Curriculum Map



Subject: English	Year Group: 12	Unit: Introduction to the Novel (mini unit)
<p>Unit objectives: (NC Statements)</p> <p>The students will study the history of the novel before studying <i>The Kite Runner</i>. This will give student some ideas as to the purpose of the novel, understanding of writer's choices, and various genres and historical periods that influenced the novel.</p>		
<p>Context for study:</p> <p>Students at KS4 will have an understanding of the novel format through their studies of <i>Jekyll and Hyde</i> and <i>Lord of the Flies</i>. This unit aims to extend their learning further to ensure that students are familiar with key elements of the novel before studying <i>The Kite Runner</i>. Whilst this unit is studied as part of Paper 2, it will also help with Paper 1 before starting <i>Tess of the d'Urbervilles</i>. In this unit, students will consider: the history of the novel, how to approach a novel, and will identify elements of structure. This will enable students to understand the requirement to analyse <i>The Kite Runner</i> through the 'lens of PSPW' as is appropriate for the AQA Literature B specification.</p>		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i></p> <ul style="list-style-type: none"> <li>• Develop declarative knowledge of how the novel is an important element of the <b>Lit B specification</b> across both Papers but also in the <b>NEA unit</b>.</li> <li>• Develop declarative knowledge of how the <b>novel</b> has developed <b>throughout history</b>.</li> <li>• Develop procedural knowledge of how <b>to apply</b> their learning to their own <b>choice of novel</b> and complete appropriate <b>research tasks to deepen knowledge</b>.</li> <li>• Develop declarative knowledge of the <b>differences between first and third person</b>.</li> <li>• Develop declarative knowledge of what <b>narrative voice and perspective</b> refers to.</li> <li>• Develop procedural knowledge of how to identify different types of <b>narrative voice/perspective</b> and apply these.</li> <li>• Develop procedural knowledge of the format of Paper 2 and the importance of the <b>Unseen element in Section A</b>.</li> <li>• Develop declarative knowledge of what is meant by <b>narrative structure</b>.</li> </ul>		
<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning</i>.</p> <ul style="list-style-type: none"> <li>• Misunderstanding of narrative voice and narrative perspective.</li> <li>• Misunderstanding of first and third person.</li> </ul> <p>Clear and targeted discussion. Low stakes quizzes throughout the unit to consolidate understanding of new terminology. Pre-teach vocabulary/ new concepts. Consolidation of prior learning.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary, throughout lessons. Independent reading for KS5 students. Supporting extracts used to develop application of key concepts covered in this unit. Regular knowledge and metacognitive checks through students reading out responses. Writing modelling and paragraph structure provided for the <i>1984</i> task to assist students with their first extended piece of writing at KS5.</p>	

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High 5 reading tasks throughout. IACT lessons to develop reflection on assessed tasks.	Use of the expanded success criteria to facilitate planning of final assessment. Think-Pair-Share approach.
Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i>  Summative assessment of understanding – essay response to an extract from Orwell's <i>1984</i> .  <b>Explore the significance of the elements of social and political protest in this extract.</b>  <b>Remember to include in your answer relevant detailed analysis of the ways the author has shaped meanings.</b>	