


Department	ENGLISH	
Key Stage	KEY STAGE 3	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Conflict	This is the final unit of Year 9, and therefore the final unit of Key Stage 3. We see this as a ‘bridging unit’ between KS3 and KS4. It is an opportunity to consolidate all of their knowledge and understanding of KS3, as well as practice their skills so that they are ‘GCSE ready’. In this unit, students will study a range of fiction, non-fiction and poetry around the theme of ‘conflict’.

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 9 Summer 1 and 2	Conflict	<p>Students will have a clear understanding of narrative and poetic structure.</p> <p>Students will have a clear understanding of how meaning is created.</p> <p>Students will have a clear understanding of how context shapes meaning and readers’ responses to texts.</p> <p>Students will continue to build on their knowledge of English grammar and improve their writing skills.</p>	<p>Whole novel – All Quiet on the Western Front</p> <p>A range of texts including:</p> <ul style="list-style-type: none"> <li>• Propping Up the Line</li> <li>• Poppies</li> <li>• Bayonet Charge</li> <li>• The Charge of the Light Brigade</li> <li>• Journey’s End</li> <li>• The Ghost Road</li> <li>• Carrie’s War</li> <li>• WW2 recruitment speeches</li> <li>• Diary of a Young Girl</li> <li>• WW2 diary extracts</li> <li>• I am Malala</li> <li>• Worms from Our Skin</li> <li>• Out of the Blue</li> <li>• The Yellow Palm</li> <li>• Enders Game</li> <li>• Noughts and Crosses</li> <li>• Life by Langston Hughes</li> <li>• Freedom by Langston Hughes</li> </ul>	<ul style="list-style-type: none"> <li>• Extracting information</li> <li>• Inferring information</li> <li>• Quotation selection</li> <li>• Building layers of language analysis</li> <li>• Recognising language methods</li> <li>• Establishing effect of language on reader</li> <li>• Linking evidence</li> <li>• Recognising structural methods</li> <li>• Establishing effect of structure on reader</li> <li>• Memorising quotations</li> <li>• Understanding writer’s intentions</li> <li>• Summarising a text</li> <li>• Comparing fiction and non-fiction texts</li> <li>• Establishing writer’s perspectives</li> <li>• Linking text to context</li> </ul>	<p>Substantive knowledge test at the end of the unit.</p> <p>Skills test at the end of the unit.</p>	<p>TPS Knowledge Organiser</p> <p>TPS Curriculum booklets</p>

			<ul style="list-style-type: none"><li>• To Kill a Mockingbird</li><li>• The Curious Incident of the Dog in the Night Time</li></ul> <p>English Literature</p> <ul style="list-style-type: none"><li>• Text comparison</li><li>• Poetry comparison</li><li>• Themes across texts</li></ul> <p>Grammar and Writing</p> <p>Comparing texts; chronological and non-chronological composition; thesis and antithesis; 2<sup>nd</sup> conditional; 3<sup>rd</sup></p>	<ul style="list-style-type: none"><li>• Recognising poetic methods</li><li>• Comparing poems</li><li>• Analysing poetic methods</li><li>• Independent reading</li><li>• Responding to unseen texts</li></ul>		
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