













Year 9 Core Knowledge Document 2022-2023

Unit title		Key words:
<p>UNIT 1: War to Dystopia: The Birth of Modernism</p> <p>By the end of this unit students should be able to:</p> <ol style="list-style-type: none"> 1. To understand the social, historical context – The Great War, and Modernism – and how Literature has adapted throughout this time period. 2. To understand how dystopian fiction is presented in copious texts. 3. To understand how Winston is presented as a construct throughout the novel, 1984. 4. To identify writers’ methods such as metaphors and analyse their effect using PETAL. 5. To know what is meant by the term ‘construct’ and to understand what each character is a construct for. 6. To understand the features of a dystopia and to be able to explain the effect on the audience. 7. To explore the differences in dystopian conventions between Modern texts. 8. To understand how to write an extended response exploring conventions of a dystopian text and using a thesis statement. 9. To understand the concepts of pathos, ethos, and logos. 		<ul style="list-style-type: none"> • Shakespearean/ Petrarchan • Modernism • Irony • Pathos / Logos / Ethos • Utopia/Dystopia • Totalitarian
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - Frequent checks for understanding and multiple-choice questions provided. - Regular opportunities to practise summarizing and thesis statements. - Summative assessment to test knowledge and threshold concepts
		<p>Knowledge Organiser Link</p> <p>War to Dystopio KO.pptx</p>
<p>Unit 2: Of Mice and Men</p> <p>By the end of this unit of learning all students will be able to</p> <ol style="list-style-type: none"> 1. To understand the social, historical context – 1930s, south America, The Great Depression, The American Dream, migrant workers, the oppression of marginalised groups in society – black, women, old, disabled 2. To know that the novella is a microcosm for this period in history 3. To recall the plot of the novella 4. To understand the Steinbeck’s key messages and intentions through the text – the adversities faced at this time, the strongest characters survive and the weak are vulnerable, the romanticism of the American Dream 5. To identify writers’ methods such as zoomorphism and analyse their effect 6. To understand what ‘dialect’ is and to understand how Steinbeck uses this to add realism and authenticity to the text 7. To develop their understanding of characterisation (physical attributes, behaviour, dialogue, interactions with other characters) focusing on the power dynamics between characters and character development 8. To know what is meant by the term ‘construct’ and to understand what each character is a construct for 9. To understand the key themes in the novella: racism, oppression, power, gender, inequality, isolation, loneliness, friendship 		<ul style="list-style-type: none"> • Oppression and exploitation • Isolation / segregation / loneliness • Cyclical structure • Zoomorphism • Political diatribe
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - Frequent checks for understanding and multiple-choice questions provided. - Regular opportunities to practise summarizing and thesis statements. - Summative assessment to test knowledge and threshold concepts
		<p>Knowledge Organiser Link</p> <p>Of Mice and Men Knowledge Organiser and vocab grid.pptx</p>

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<ol style="list-style-type: none"> 10. To identify Steinbeck’s use of symbolism and be able to explain what these motifs symbolise 11. To develop students’ ability to construct an academic Literature essay about a character or theme: writing a good introduction, main body – topic sentences / thesis statements, conclusions – summarising the writers’ intention 12. To know what a cyclical structure is and to be able to explain the writer’s intention behind this 13. To develop students understanding of rhetorical devices so they can successfully apply these devices to produce an engaging non-fiction text about Curley’s wife’s death 14. To develop students’ vocabulary and knowledge of character epithets 		
<p>UNIT 3: Sign of Four</p> <ol style="list-style-type: none"> 1. To understand the social, historical context – The Victorian Era – prejudice, colonisation 2. To understand how detective fiction is written specifically how Conan Doyle employs Watson as a narrator. 3. To understand how Sherlock, Watson, Mary and Tonga are presented in the novel 4. To identify writers’ methods such as metaphors and analyse their effect using PETAL. 5. To understand the features of a detective novel and how this would fit the time period it was written 6. To explore Freytag’s pyramid in terms of structure and how this can be applied to the So4. 7. To understand how to write an extended response exploring conventions of a dystopian text and using a thesis statement. 8. To understand the contexts influence on not only how the text is written but how it is perceived by the reader 		<ul style="list-style-type: none"> • Freytag’s pyramid • Dichotomy/Duality • Colonisation • Imperialism • Deduction
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> - Frequent checks for understanding and multiple-choice questions provided. - Regular opportunities to practise summarizing and thesis statements. - Summative assessment to test knowledge and threshold concepts
		<p>Knowledge Organiser Link</p>
<p>UNIT 4: Sonnets</p> <p>By the end of this unit of learning all students will be able to</p> <ol style="list-style-type: none"> 1. To understand how Shakespeare uses the theme of love to present different ideas. 2. To develop students’ understanding of social, historical context – focusing on the introduction of sonnets and how many different types of sonnets there are. 3. To develop students’ ability to identify Shakespeare’s methods (language and structural devices) and explain the effect of these methods. 4. To build students’ confidence with selecting relevant quotations to support their points about themes. 5. To understand how to write a developed essay-style response including an introduction, main body and conclusion about a sonnet. 6. Writing Assessment: Sonnet writing – Producing a sonnet based on prior knowledge 		<ul style="list-style-type: none"> • Enjambment • Iambic pentameter • Rhyme scheme / Rhyming couplet • Volta
		<p>How is this unit being assessed?</p> <p>Reading Assessment: Understanding the effect of the use of language, structure and form in Sonnet 98</p> <p>Writing Assessment: Sonnet writing – Producing a sonnet based on prior knowledge</p>
		<p>Knowledge Organiser Link Knowledge Quiz.pptx</p>

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