**Academic Year 2020 – 2021**

**English Department Curriculum**

 **Remote Learning Plan – Schemes of Learning Overview**

**Year 9:**

Term 1

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| **Lesson number** | **Core content** |
| 1. Approaches to reading unseen fiction.

<https://classroom.thenational.academy/lessons/approaches-to-reading-unseen-fiction-texts-70t62e> | In this lesson, we will be looking at strategies for reading unseen fiction texts. We will be using Freytag’s Narrative Pyramid and the idea of ‘Four conflicts in Literature’ as ways of reading unseen fiction extracts. You will then have an opportunity to try out these ideas by applying this learning to an unseen fiction extract from Katherine Mansfield’s ‘The Tiredness of Rosabel’. You will be guided through the reading with prompt questions and after each section we will stop to review our ideas together. |
| 1. Character types and function.

<https://classroom.thenational.academy/lessons/character-types-and-function-6gu38c> | In this lesson, we are moving on to learn about different character types; what they are called, their key characteristics and their function in a text. We will re-examine our text of the week: ‘The Tiredness of Rosabel,’ by Katherine Mansfield from this perspective. Our lesson will look at a pivotal moment in the extract and examine what roles the three characters perform within the passage and how Mansfield both conforms to and subverts our |
| 1. Analysing language: Selecting evidence.

<https://classroom.thenational.academy/lessons/analysing-language-selecting-evidence-70rk0t> | In this lesson we will be looking at language analysis skills. We will start by building our confidence with subject terminology, understanding what good analysis needs to contain and then really working on the most crucial skill; selecting the best evidence. You will have opportunity to really slow down the process and we'll work through a step by step guide to being successful in this skill area. |
| 1. Analysing Language: Analytical Writing.

<https://classroom.thenational.academy/lessons/analysing-language-analytical-writing-6ctpcc> | In this lesson our key activity will be to focus on developing a clear strategy to transform our selected evidence into an effective piece of analytical writing. We will do this together: working through the steps using a slow writing model. This will give you chance to secure these steps in your mind for your own independent work in the future. At the end of the lesson we'll look at a sample response for you to use as a benchmark to assess your own work. |
| 1. Examining Structural choices.

<https://classroom.thenational.academy/lessons/examining-structural-choices-6ctk6t> | In this lesson we will be examining Katherine Mansfield’s text ‘The Tiredness of Rosabel’ from a structural perspective. We will look at the types of choices writers make when organising texts in order to create an impact on their readers. After ensuring we have the right subject terminology to tackle structural analysis you will have the opportunity to try this for yourself and then also work through a model answer. To bring our learning on this text to a conclusion, we'll return to our ‘Big Picture’ thinking and find out what happened when the girl left the shop…… |
| 1. Unseen fiction texts: Pre-1900

<https://classroom.thenational.academy/lessons/unseen-fiction-texts-pre-1900-crt64e> | In this lesson, we will start by finding out a little bit about the background of our next text which is an extract from Bram Stoker’s ‘Dracula’. We will look at the key themes as well as generic contexts before beginning to read the extract. When reading the extract, we will draw on our learning from previous lessons and revisit our reading process. You will be provided with prompt questions to help you track your way through the text systematically, thinking about what happens – first / next / then and finally. Feedback will be given at each stage. At the close of the lesson, you will have the opportunity to reflect on the passage and think about any ‘big picture’ interpretations by applying the 4 narrative conflicts to your reading. A learning recap quiz will then be available to consolidate today’s learning content. |
| 1. 2 types of female character: Mary or Eve?

<https://classroom.thenational.academy/lessons/maryeve-dichotomy-6dhkad> | In this lesson, we will start with a quick quiz. We’ll then be looking at traditional representations of women in Literature by exploring the Mary / Eve dichotomy. You'll then have the opportunity to apply this new theory to selected evidence from the text before revisiting our cloud analysis techniques to make sure we are choosing the best evidence and linking our ideas together. At the end of the lesson you will have the opportunity to write up your ideas in a reflective writing activity. As usual, a learning recap quiz will be available to consolidate your learning from this session. |
| 1. Thinking about space: Where do women belong?

<https://classroom.thenational.academy/lessons/thinking-about-space-where-do-women-belong-6wvp8d> | In this lesson, we will start with a quick quiz. We’ll then be building on the work we did in our previous session and looking at a generic context idea with the ‘Lady on the Pedestal’ and an historical context idea with ‘The Angel in the House.’ Both these ideas will lead us to think about the space women occupy in society and how they are positioned and presented for us to read in texts. We'll go back to a passage from our Dracula extract and continue to strengthen our interpretation. At the end of the lesson, we’re going to try out some timed reflection work before you end with your usual learning recap quiz. |
| 1. Responding to evaluation questions.

<https://classroom.thenational.academy/lessons/responding-to-evaluation-questions-6hh6cr> | In this lesson, we will start with a quick quiz. We’ll then be looking at the skill of evaluation, breaking down our question, ‘This part of the story, where Lucy is forced back into her coffin by Van Helsing and his men, shows how men are always victorious. None of our sympathy is with Lucy’, to explore ‘what’ our response to the statement is and ‘how’ we came to that conclusion. We’re going to use a planning strategy today to help in generating those ideas and selecting effective evidence. At the end of the lesson, you will have the opportunity to recap on your learning with a quiz. |
| 1. Evaluation: Writing it up.

<https://classroom.thenational.academy/lessons/evaluation-writing-it-up-6guked> | In this lesson, we will start with a quick quiz. We’ll then be returning to our planning from Lesson 4, where we started to explore our response to the question ‘This part of the story, where Lucy is forced back into her coffin by Van Helsing and his men, shows how men are always victorious. None of our sympathy is with Lucy.’ Today, we will look at how to sequence our thoughts and build an effective evaluation in a systematic way. At the end of the lesson, there will be your usual learning recap quiz which will bring our learning using Dracula as our source text to an end. |

Term 2

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| **Lesson number** | **Core content** |
| 1. Reading Skills in fiction: Cold Mountain.

<https://classroom.thenational.academy/lessons/reading-skills-unseen-fiction-cold-mountain-64r3ed> | In this lesson, we will start with a quick quiz. We’ll then be finding out a little bit about the background of our next text, which is an extract from Cold Mountain, written by Charles Frazier. We will look at the historical contexts as well as finding out about our main characters before examining the exposition of the novel. Whilst reading the extract, we will continue to consolidate our reading strategies. You will be provided with prompt questions to help you track your way through the text systematically, thinking about what happens – first / next / then and finally. Feedback will be given at each stage. At the close of the lesson, we will follow our routine of reflecting and considering any ‘big picture’ interpretations by applying the 4 narrative conflicts to your reading. A learning recap quiz will then be available to consolidate today’s learning content. |
| 1. Reading Skills in fiction: Journey in literature (Cold Mountain).

<https://classroom.thenational.academy/lessons/journeys-in-literature-cold-mountain-c5hkge> | In this lesson, we will start with a quick quiz. We’ll then be looking at quest narratives and how Cold Mountain fits into this literary genre, particularly in relation to the Odyssey. We will have reflection points throughout the lesson to help you think through our new learning and make links to ideas we have already explored. You'll be reading a new extract from Cold Mountain today, one which focuses on our second protagonist, Ada, and her journey. At the close of the lesson, there will be a learning recap quiz to consolidate today’s learning content. |
| 1. Descriptive detail: Close Analysis.

<https://classroom.thenational.academy/lessons/descriptive-detail-close-analysis-cnj30c> | In this lesson, we will start with a quick quiz. We’ll then be looking at a further extract from our text of the week, Cold Mountain. Today, we are going to examine how Frazier builds descriptive detail by analysing a new passage and also making use of our prior learning. In particular, we will remind ourselves of how to select ‘rich’ evidence and build an analytical response. As usual, at the close of the lesson, there will be a learning recap quiz to consolidate today’s learning. |
| 1. Descriptive writing: Planning techniques.

<https://classroom.thenational.academy/lessons/descriptive-writing-planning-techniques-69j6cc> | In this lesson, we will start with a quick quiz. We’ll then be looking at what the key characteristics of descriptive writing are and what we need to consider when planning for this style of response: organisation, vocabulary selection and technical accuracy. We will work our way through a range of planning techniques before reflecting on the design choices of our studied writers to help us build a successful plan. At the end of the session, there will be the opportunity to take a learning recap quiz. |
| 1. Descriptive writing: Slow Write.

<https://classroom.thenational.academy/lessons/descriptive-writing-slow-write-6cwp4t> | In this lesson, we will start with an initial quiz. We’ll then be drawing together ideas from across the week in a ‘slow write’ exercise where we'll work through an image together, thinking about how to start our response, zoom in on detail and then develop a ‘Big Picture’ perspective in our writing. At the end of the lesson, you will have a learning recap quiz to review our work from the week. |
| 1. Reading skills: Samphire

<https://classroom.thenational.academy/lessons/reading-skills-samphire-c4tkjt> | In this lesson, we will start with a quick quiz. We’ll then be examining a short story by Patrick O'Brian called Samphire. We'll be reading the whole narrative this week, but just starting with the first half today. Whilst reading the extract, we will be following our reading strategy routines – we're really becoming expert at these now! You will be provided with prompt questions to help you track your way through the text systematically, thinking about what happens – first / next / then and finally. Feedback will be given at each stage. At the close of the lesson, we will complete the process by considering any ‘big picture’ interpretations and applying the 4 narrative conflicts to your reading. A learning recap quiz will then be available to consolidate today’s learning content. |
| 1. Reading Skills: Samphire (Part 2).

<https://classroom.thenational.academy/lessons/reading-skills-samphire-part-2-cdgp8t> | In this lesson, we will start with a quick quiz. We’ll then be finishing our story of the week, Samphire, and tracking the events against the components of the Narrative Pyramid. Whilst reading the extract, we will continue to consolidate our reading strategies. You will be provided with prompt questions to help you track your way through the text systematically. Feedback will be given at each stage. At the close of the lesson, we will return to our focus of considering how Patrick O'Brian’s narrative follows the Narrative Pyramid in our reflection task. A learning recap quiz will then be available to consolidate today’s learning content. |
| 1. Narrative Writing: What makes a good opening.

<https://classroom.thenational.academy/lessons/narrative-writing-what-makes-a-good-opening-6mu6ce> | In this lesson, we will start with a quick quiz. We’ll then be defining exactly what the ingredients of a narrative piece are before moving on to examine how to write an effective opening. In order to do this, we’ll look at the example of George Orwell’s 1984 as well as reviewing the opening from our set text Samphire. You'll then have an opportunity to plan a narrative and write your own opening paragraph to try out your learning from the session. As usual, a learning recap quiz will then be available to consolidate today’s learning content. |
| 1. Creative Writing: Creating movement in writing.

<https://classroom.thenational.academy/lessons/narrative-writing-creating-movement-in-our-writing-69hp4r> | In this lesson, we will start with a quick quiz. We'll then be continuing with our narrative writing response, looking in particular at how to make design choices that will give texture to our writing and create a sense of movement in our work. We'll be using an extract from Mary Shelley’s Frankenstein as a model as well as returning to our set text, Samphire by Patrick O'Brian. A learning recap quiz will then be available to consolidate today’s learning content. |
| 1. Narrative Writing: Effective endings.

<https://classroom.thenational.academy/lessons/narrative-writing-effective-endings-ccrp2c> | In this lesson, we will start with a quick quiz. We’ll then be bringing together our writing exercises this week by focusing on the ending of our response and some choices we can make as writers. We'll do this by reviewing the ending of our set text, Samphire by Patrick O'Brian, and experimenting with how we can alter meaning. You'll then have the opportunity to review your writing across the week before designing your own conclusion. A learning recap quiz will then be available to consolidate the week’s learning content. |

Term 4

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| **Lesson number** | **Core content** |
| * 1. Romeo and Juliet
 | FIRST: Read this short retelling of Romeo and Juliet. Pay careful attention to the names of the characters and who is related to who. <https://www.shmoop.com/study-guides/literature/romeo-and-juliet/summary>THEN: Watch the film. The famous Leonardo DiCaprio version is available on various streaming services or you can rent it on YouTube or Amazon. This is a more traditional version you can watch for free: <https://www.youtube.com/watch?v=NKprjE4eo-I> |
| 4: The prologue<https://classroom.thenational.academy/lessons/shakespeares-romeo-and-juliet-the-prologue-70r30t> | In this lesson, we will be introduced to the play 'Romeo and Juliet' and we will begin to explore the central themes within this text. Our focus for the lesson will be engaging closely with the opening of the play, starting with the Prologue.  |
| 1. Feuding Families

<https://classroom.thenational.academy/lessons/feuding-families-crt38t> | In this lesson, we will start to explore Act 1 of Romeo and Juliet. We will focus on the methods that Shakespeare uses to establish conflict right at the start of the play. This lesson covers references to violence and to suicide. If this is a sensitive topic to you, we recommend checking with a trusted adult before starting or doing the lesson with a trusted adult nearby. |
| 1. The Character of Romeo

<https://classroom.thenational.academy/lessons/introducing-romeo-6tgk8d> | In this lesson, we will explore the characterisation of Romeo. We will investigate his initial appearance on stage and consider the methods used by Shakespeare to present him to the audience. |
| 1. The idea of “Courtly Love”.

<https://classroom.thenational.academy/lessons/courtly-love-6rr3cc> | In this lesson, we will explore the contextual concept of courtly love. Using Romeo's early speeches in the play, we will evaluate the extent to which Romeo could be considered a typical courtly lover. |
| 1. The character of Juliet

<https://classroom.thenational.academy/lessons/introducing-juliet-ctjk0r> | In this lesson, we will explore the characterisation of Juliet. We will explore her first appearance on stage and consider the methods used by Shakespeare to present her to the audience. |
| 1. The lovers meet

<https://classroom.thenational.academy/lessons/the-lovers-meet-6nk34e> | In this lesson, we will explore the meeting of the two lovers: Romeo and Juliet. We will consider how Shakespeare uses imagery in order to emphasise the strong passionate feelings of love that are expressed by the 'star-crossed' pair. |
| 1. The Balconey Scene – part 1

<https://classroom.thenational.academy/lessons/the-balcony-scene-part-1-61hpad> | In this lesson, we will tackle the very famous 'balcony scene'. We will read Act 2, Scene 2 and explore the presentation of our two protagonists as they continue to develop their relationship. |
| 1. The balconey scene - part 2

<https://classroom.thenational.academy/lessons/the-balcony-scene-part-2-6mv66r> | In this lesson, we will continue to explore the famous 'balcony scene'. This time we will focus on the ways in which Shakespeare employs and manipulates staging in order to help us understand and interpret Romeo and Juliet's relationship. |

Term 5

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| **Lesson number** | **Core content** |
| 1-2: rewatch the film | We recommend you start this term by rewatching the film. Finding a different version would be good. (You could renting Zeffirelli’s golden classic by Googling “Streaming Romeo and Juliet Zeffirelli”.  |
| 3. The Wedding! <https://classroom.thenational.academy/lessons/the-wedding-scene-cmt34d> | In this lesson, we will explore the rest of Act 2 and witness the wedding between Romeo and Juliet. We will focus on the methods of foreshadowing and dramatic irony, and the ways in which Shakespeare purposefully creates audience tension in this part of the play. |
| 4. “A plague on both your houses!”<https://classroom.thenational.academy/lessons/a-plague-o-both-your-houses-70rp4r> | In this lesson, we will explore the beginning of Act 3 and witness a terrible, violent conflict between our main characters. We will focus on the ways in which Shakespeare emphasises this conflict and how he presents the consequences that it has. This lesson includes references to violence, sickness and death. If this is a sensitive topic for you, we recommend checking with a trusted adult before starting or doing the lesson with a trusted adult nearby. |
| 5. Juliet’s soliloquy (long speech spoken to herself!)<https://classroom.thenational.academy/lessons/juliets-soliloquy-6muk0r> | In this lesson, we will be exploring the soliloquy performed by Juliet in Act 3, Scene 2 in detail. Considering Juliet's characterisation across the play, we will unpack and explore the methods used by Shakespeare in this key speech to present the emotional development of her character |
| 6. Romeo is Banished!<https://classroom.thenational.academy/lessons/banishment-crwpct> | In this lesson, we will explore the presentation of Romeo in Act 3, Scene 3 as well as unpacking his developing characterisation within the play overall. We will focus on the ways in which Shakespeare emphasises the emotional and melodramatic aspects of his nature and why he might do this. |
| 7. The morning after the wedding!<https://classroom.thenational.academy/lessons/the-morning-after-the-wedding-night-6xhkac> | In this lesson, we return to the method of foreshadowing and explore how Shakespeare manipulates this method in Act 3, Scene 5. We will read the scene in detail and consider the intended impact that Shakespeare wishes this dialogue to have on his audience at this point in the play. |
| 8. Lord Capulet and Patriachy<https://classroom.thenational.academy/lessons/lord-capulet-and-the-patriarchy-6th3jd> | In this lesson, we will explore the characterisation of Lord Capulet (Juliet's father) and consider how he reflects social and historical ideas around patriarchy in the Elizabethan period. We will spend some time unpacking the language used in Act 3, Scene 5 and the intended impressions of his character created by Shakespeare. |
| Nine: The Friar’s plan!<https://classroom.thenational.academy/lessons/the-friars-plan-6mvkct> | In this lesson, we will explore the characterisation of Friar Laurence and consider how Shakespeare presents his character to reflect the Elizabethan social and historical context. We will review the Friar's role in the play so far and consider his particular importance in Act 4. |
| Ten: Juliet’s death.<https://classroom.thenational.academy/lessons/juliets-death-c8w3gd> | In this lesson, we will explore another extended soliloquy performed by Juliet's character in Act 4, Scene 3. At this stage in the play, we will closely consider the methods that Shakespeare is using to exaggerate and emphasise elements of Juliet's characterisation, and his potential reasons for doing so. |

Term 6

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| **Lesson number** | **Core content** |
| 1. Romeo and Juliet: I defy thee Stars!!!

<https://classroom.thenational.academy/lessons/i-defy-thee-stars-68vk6d> | In this lesson, we will explore the theme of fate as it is presented in Act 5, Scene 1. We will look closely at Shakespeare's presentation of this theme, with reference to social and contextual ideas and intended impact on the audience. |
| 1. Romeo and Juliet: The Tragic end!

<https://classroom.thenational.academy/lessons/the-lovers-tragic-end-6djp4d> | In this lesson, we will explore one of the final moments of the play - the tragic deaths of Romeo and Juliet. We will consider the language used to present the tragic nature of the two 'star-crossed' lovers and comment on the audience's sympathetic response. This lesson includes references to violence, suicide and death. If this is a sensitive topic for you, we recommend checking with a trusted adult before starting or doing the lesson with a trusted adult nearby. |
| 1. Romeo and Juliet: Reconciliation

<https://classroom.thenational.academy/lessons/the-reconciliation-6dgk8c> | In this lesson, we will explore the final part of the Tragedy of Romeo and Juliet. We will consider the significance of the ending and consider the didactic message of the play. What was Shakespeare's ultimate intention in ending his text in this way. |
| 1. Romeo and Juliet: Love and Conflict

<https://classroom.thenational.academy/lessons/love-and-conflict-68tp6c> | In this lesson, we will look carefully at the two central themes of Romeo and Juliet: love and conflict. By reviewing the key events of the play, from the Prologue to the final reconciliation, we will further explore Shakespeare's intended impact on the audience and what he wanted them to learn about these enduring themes. |