

Felpham Community College – Key Stage 3 S of W

Subject: English	Year: 9	Leader: Denise Chick
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Autumn Term 1	Sample Activities	Homework
<p>Topic: Classic American Fiction Students develop their analytical skills in studying a seminal text from American Literature; ‘Of Mice and Men’ by John Steinbeck that they read in class.</p>	<p>Create a short film (for YouTube) or poster in which you identify the ideas/ morals/ social comments the writer might have been making and comment on the ways in which this was achieved.</p> <p>Imagine you are an agony aunt and that one of the characters in the novel has written to you with their concerns about a key decision they have to make. Write a letter back giving sensitive advice.</p> <p>Take key passages from Chapter 3: the shooting of Candy’s dog or the fight and analyse the ways in which the writer presents the events. Look closely at the language choices and the structures.</p>	<p>In 2 parts:</p> <ol style="list-style-type: none"> 1. Explain the nature of the relationship between George and Lennie with evidence from the opening chapter. 2. Draw a detailed ‘map’ of the bunkhouse labelled with quotations and consider what this tells us about the life that migrant workers lived. <p>Choose a character and create a PPT or handout on them. Include their physical appearance, personality, imagery, opinions expressed about them, Steinbeck’s possible view of them.</p>
		<p>Assessment Plans Analyse presentation of character</p>

Literacy - Ensure that students are confident at identifying verbs being used in past and present tense, including irregular verbs.

Autumn Term 2	Sample Activities	Homework
<p>Topic: Gothic Unit Students read a range of texts compiled in an anthology, as well as extracts from classic Victorian Gothic texts.</p>	<p>Read prompt sheet for ‘week 1’ and discuss the ways in which modern science is doing many things which were so abhorrent to the Victorians. Consider religious and ethical implications.</p> <p>Watch and discuss how the trailer to ‘The Woman in Black’ (youtube) creates tension and uses features of the Gothic.</p>	<p>Research Fuseli’s The Weird Sisters and its origins in Macbeth and either write a detailed description of the picture and explain why it is effective for the viewer or write a creative piece in response to the picture.</p> <p>Plan ideas for own Gothic horror short story or opening chapter using mindmap criteria.</p>
		<p>Assessment Plans Creative Writing: based on an extract, use features of the gothic and create a ghost story. Reading skills: Explore how a writer uses language to create effects in a given text.</p>

Literacy – Use short, long and complex sentences in creative writing to achieve effects. Information retrieval and analysis.

Spring Term 1 & 2	Sample Activities	Homework
<p>Key text: Shakespeare’s ‘Romeo and Juliet’ or ‘The Tempest’</p>	<p>Watch a clip of 4 different versions of the ‘bite my thumb’ sequence - www.youtube.com/watch?v=D9D_4A7yYzc Students discuss which aspects of the text each director has chosen to highlight and</p>	<p>Watch Sparknotes summary notes - YouTube (9 minutes) www.youtube.com/watch?v=dRrvQ1vZxcg for revision of the whole text and revise quotations and impacts.</p> <p>Create a resource which will enable you to learn key quotations and be able to</p>

<p>Students study plot, theme and characters in a whole Shakespeare play in preparation for the requirements of the GCSE Literature exam.</p>	<p>decide which is the most effective and why?</p> <p>Discussion and planning for an answer to: How is Tybalt presented in the play? Students should use their knowledge and notes from Act 1 scene 1, Act 1 scene 5 and Act 3 scene 1 as well as any references made about him elsewhere that they feel is relevant. Write up the analysis analysing language and structures.</p> <p>Focus on Act 5 scene 3 looking particularly at the interaction between Paris and Romeo – how is the conflict presented and what does this show the audience about Romeo’s development. Discuss the theme of justice.</p>	<p>comment on them and their impact in Act 1 scene 1. Learn them for a test in class.</p> <hr/> <p>Assessment Plans</p> <p>Reading and Writing: A key scene analysis with reference to wider text.</p>
<p>ICT - Use an appropriate software package to design propaganda poster / illustrate personal poetry anthology.</p> <p>Numeracy - Students can make use of statistics to present research about the impact of different wars for a homework research project.</p>		

Spring Term 2	Sample Activities	Homework
<p>Topic: Seminal Literature Students read a variety of short stories written pre-1914 and post-1914, by world writers and by canonical authors, and study plot, theme, structure and language,</p>	<p>Read ‘Little Things’ by Raymond Carver - discussion based on the spare quality of his writing – focus on what is not said. Discuss the significance of the titles.</p> <p>Read ‘A Sound of Thunder’ by Ray Bradbury (Some students may know this story). Write two episodes from either Travis’ life before the story starts and after it finishes to explore how life has changed.</p> <p>Watch the Ray Bradbury Theatre version of the story introduced by the author www.youtube.com/watch?v=LxgbZAwlhVw Discuss the ethics of game hunting.</p> <p>Read ‘The Red Room’ by H.G. Wells. Focus on the way in which he builds tension in the story. Direct students to the opening of ‘Jane Eyre’ where Jane is shut up in the red room – could Wells have been influenced by this in any way?</p>	<p>Identify several characters from your reading who you think are really interesting. Use this to write a list called ‘Five Key Ingredients for a Memorable Character’. Bring in to use for your assessment planning.</p> <p>Plan and write a poem entitled ‘Little Things’</p> <hr/> <p>Assessment Plans Reading and Writing: Write a set of director’s notes for a stage production of ‘A Sound of Thunder’ with close reference to the story.</p>
<p>ICT - Use of films and also online versions of the texts to gain an insight into what the language means.</p> <p>Literacy - Students develop a list of key loan words that are commonly used in English and ensure that they can spell them correctly.</p>		

<p>Summer Term 1</p> <p>Poetry: Innocence and Experience Students study the War poetry of WW1. (Some may also study some of the poetry of William Blake) and hone skills of close analysis, comparison and references to cultural context.</p>	<p>Sample Activities</p> <p>Examine the poems 'France', 'In the Pink' and 'The Rear-Guard' (see resource). How do the language, imagery and structure change in the three poems over time?</p> <p>Imagine you are a journalist reporting from the front line. Write a TV/radio/ internet report detailing the situation on the front line.</p> <ul style="list-style-type: none"> • What weapons are now used? • What uniform do soldiers now wear? • How is technology used? • What type of injuries are now sustained? <p>Include some eye witness statements. What images would go with your report? S&L DEBATE: <i>Should soldiers ever have been shot for cowardice?</i> To be assessed by teacher as students work in small groups.</p>	<p>Homework</p> <p>Context research and note taking into key battles, events at home and abroad, real letters etc. which will inform the content of the letter they will write for the assessment. Create a poster and recruitment speech encouraging young men (and women, if you want) to join the war effort. Write a critical commentary explaining how the poster works.</p> <p>Assessment Plans</p> <p>Reading and writing assessment: Essay response to the question: how are different attitudes to war presented in Brooke's 'The Soldier' and Owen's 'Anthem for Doomed Youth'? OR Compare how the poets present their responses to London.</p>
<p>ICT - Use of films and revision sites for assessment preparation and context. Literacy - A focus on spelling of polysyllabic words where students compile their own list of words to learn.</p>		
<p>Summer Term 2</p> <p>Topic: A Transition unit to GCSE Students are introduced to the GCSE course with the practising of key skills and a mock exam as well as studying a further contemporary novel or play.</p> <p>Text available: <i>Beserk- Ally Kennen</i> <i>How I Live Now - Meg Rossoff</i> <i>Ex GCSE TEXTS (appropriate for set)</i> <i>Brighton Rock - Graham Greene</i> <i>Martyn Pig - Kevin Brooks</i> <i>Great Expectations - Charles Dickens</i> <i>The Catcher in the Rye - J D Salinger</i> <i>The Long and The Short and The Tall - Willis Hall</i> <i>A View From a Bridge - Arthur Miller</i> <i>The Crucible - Arthur Miller</i></p>	<p>Activities</p> <p>Re-read opening and analyse techniques paying particular attention to language choices and structures e.g., establishment of setting/character/mood/ narrative voice. Revise/introduce terms protagonist and antagonist. Write up in minimum of a page.</p> <p>Allocate a passage and set practice questions in the style of the assessment paper – discuss in pairs then write up independently – aim for a minimum of a side of A4.</p> <p>Write a letter to the author explaining your response to the text and asking questions you would like answered – these might be able to be sent in some cases.</p>	<p>Homework</p> <p>Analyse a non-fiction text on a contextual or relevant issue. Students to apply exam style questions to the text:</p> <ol style="list-style-type: none"> 1. Information retrieval 2. Language analysis 3. Structural analysis <p>Personal reading for 30 minutes – write 50 words summing up the section that you read – do not re-tell. OR draw a scene summarising events in the book/section. Include title, author, page/chapter numbers. Comment on your response to the book so far.</p> <p>Assessment Plans</p> <p>End of year exams assessed for Reading and Writing.</p>

Whose Life Is It Anyway -
Brian Clark
The Woman in Black -
Susan Hill

Literacy - Students peer-assess each other's work for basic errors including capital letters and punctuation.

Website / Resources

<http://www.shmoop.com/literature/>
<http://www.poemhunter.com/wilfred-owen/>
<http://www.oucs.ox.ac.uk/ww1lit/gwa/>
<http://shakespeare.palomar.edu/>
<http://www.bbc.co.uk/schools/gcsebitesize/english/>

Extension

1. Read 'To Kill a Mockingbird' independently.
2. Read another novel either from the same genre or by the same author and write a comparative piece evaluating the two texts.
3. Write a sequence of poems on a given theme, for example Civilians in War, The Natural World, and submit for a poetry competition or for the Scribbler. In a commentary, explain what you were trying to achieve in your poems. Read Blake's poems on Innocence and Experience and compare these in visual representation with the war poems studied in class.
4. Produce a guide (film or PPT) to the context of the Elizabethan / Jacobean period.
5. Make a film adaptation of your short story or a drama version to perform in assembly or to another class.
6. Write a piece in the style of the Guardian Experience columns using both humour and personal experience to reflect on life's ups and downs.

<http://www.guardian.co.uk/lifeandstyle/series/experience>