

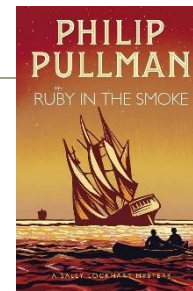


Key Stage Three English - Unit Overview

Year 9 – Autumn – Crime and Mystery

Main – *Ruby and the Smoke*

- Resources – available in J: drive (EY and WA)



<p>Unit rationale</p>	<p>1. The texts can be used to prepare students for studying a whole novel at GCSE level: setting, character, plot, themes, context, structure and language features, and form of a play</p> <p>2. The text WILL be used to develop higher order reading skills: evaluation and comparison. Focusing on marginalised characters, students will be encouraged to consider the author's intentions.</p> <p>3. The texts offer the opportunity to develop students' analytical writing further with rich language and contextual links as well as drawing comparisons with extracts linked thematically.</p> <p>4. The text provides pupils with the opportunity to develop key study skills for studying a novel by tracking developments and developing a focus on structural methods to create meaning.</p> <p>5. The theme of 'poverty and class' links to potential GCSE texts: A Christmas Carol, An Inspector Calls and World and Lives poetry anthology. It also consolidates knowledge of past units on Dickens in Year 8 and the Man vs Nature unit in Year 7.</p>	
<p>Assessment</p> <p>Teacher Assessed</p>	<p>Unit outcome:</p> <p>Warm task:</p> <p>Reading assessment:</p> <p>Students will complete reading assessment, assessing their vocabulary acquisition and ability to form analytical responses to questions.</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> Students are encouraged to self and peer assess analytical writing throughout on a regular basis. Success criteria and frequent modelling to be made available by teachers. Students respond to teacher feedback in green pen, demonstrating redrafting and improvement of work. Students to use unit KO to develop

		<p>core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently</p> <ul style="list-style-type: none"> • Students to use their KO to learn key quotations for in class quizzes.
Core knowledge	<p>Contextual knowledge and thematic links:</p> <ol style="list-style-type: none"> 1. Imperialism and our Empire Building past. 2. Poverty 3. Mystery and detective genre 4. Gothic conventions 5. Social hierarchy 6. The Industrial revolution 7. Life in Victorian England <p>2. How to analyse structure effectively, using Freytag's pyramid.</p> <p>3. How to analyse symbols and motifs which are threaded throughout the text.</p>	
Core skills	<ol style="list-style-type: none"> 1. Reading development - how to read a novel and a play at a GCSE level: setting, character, plot, themes, context and language features 2. Reading development – a focus on inference and deduction and selecting the best word for analysis. 3. Develop pupils' analytical writing further, with a focus on integrating relevant context and tracking characters across the whole of texts. What/how/why. 	
Key questions for the unit	<ul style="list-style-type: none"> • How does the author unravel his mystery? • In what ways are Mrs Holland and Sally similar? How are they different? • How does the author use the motif of smoke to reflect the context? • How is Sally Lockhart a subversive woman? • How are the characters interconnected in a web? • How does the author reflect the social divide in England during the Victorian period? 	
Key vocabulary	<p>1. Tier 2 vocabulary:</p> <p>2. Unit vocabulary (see below)</p> <ol style="list-style-type: none"> 1. Subvert 2. Intriguing 3. Disorientating 4. Liberate 5. Enlightened 6. Immoral 7. Inequality 8. Revelation 9. Justification 	<p>2. Tier 3 vocabulary (terminology):</p> <ol style="list-style-type: none"> 1. Narrative arc 2. Sentence functions 3. Sentence types. 4. Pathetic fallacy 5. Contrast 6. Adverb 7. Adjective 8. Dialogue

	10. Exploit	
Homework opportunities	<ul style="list-style-type: none"> • Knowledge organisers to prepare for in class quizzes – core knowledge and vocabulary • Bedrock Learning to be set weekly 	
Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none"> • The theme of 'Poverty and Social hierarchy' links to potential GCSE texts: <i>A Christmas Carol</i>, <i>An Inspector Calls</i> and the theme of divisions present within the poetry cluster. • The reading 'challenge' increases in this unit from previous years, creating a transition between previous KS3 and subsequent GCSE prose texts. <p>2. Writing</p> <ul style="list-style-type: none"> • The demands on analytical writing increase in this unit, creating a transition between KS3 and GCSE prose texts study • The assessment is more essay based than what students have been used to in Y8, with reduced scaffolding to ease the transition to GCSE. • The novel allows students to explore themes of good vs evil. This provides students with an opportunity to see clear examples of the school's values such as kindness, compassion and community. 	