



Key Stage Three English - Unit Overview

Year 9 – Autumn – ‘Diversity’

Enrichment – ‘Diversity’

- Resources – available in J drive (HR and CY provided). Resources designed to be adapted.



Unit rationale

In this unit students will develop an understanding of the concept of ‘otherness’ and the ‘outsider’ and how social, cultural and historical contexts influences literature. In this unit students will focus on developing their understanding of a broad range of relevant, historical and topical debates and use this as a springboard to explore and practise a range of reading and writing skills.

Extended Reading:

- Exposure to a range of fiction and non-fiction texts including prose, poetry, autobiography, journals, newspapers articles, leaflets
- Exploring viewpoints and perspectives
- Re-visiting and further developing core reading strategies

Writing Opportunities:

- Opportunities to practise a range of writing styles e.g.: monologue, recount, autobiographical, writing to advise, argue, inform**
- Focus on improving accuracy through re-drafting
- Focus on crafting writing for effect through punctuation, vocabulary choices, sentence/paragraph length, effective openings and endings
- Opportunity to produce an extended piece of creative and imaginative writing

Oracy Skills:

- Developing physical, linguistic, cognitive and social skills through opportunities to discuss and debate in small groups

GCSE links: the unit supports the Year 9 transition priorities by reinforcing and further developing the skills needed to be successful at GCSE.

- The concept of ‘otherness’ links to the study of ‘A Christmas Carol’ in Year10.
- The focus on how literature is shaped by social, historical and cultural context is an important element of the GCSE literature syllabus
- Comparative and evaluative skills – essential for both the Language and Literature syllabus
- Creating a piece of extended descriptive writing using a photo stimulus to develop GCSE Language Paper 1 Section B skills

	<ul style="list-style-type: none"> Exposure to a range of engaging historical and topical debates which could be further developed in the GCSE Spoken Language Unit. 	
Assessment Peer-assessment	Unit outcome: <u>Cold Task –</u> Aim: to create a piece of descriptive writing using the photo stimulus (Self-assessment and proof-reading checklist available)	Informal assessment and low-stakes testing: <ul style="list-style-type: none"> Students to self and peer assess a range of short writing tasks with the emphasis on re-drafting for effect Success criteria to be made available by teachers. Students must engage with this, redrafting their work on a regular basis Staff to encourage 'considered writing' Students use the vocabulary bank and knowledge of 'diversity' to inform their Of Mice and Men Assessment
Core skills	<ol style="list-style-type: none"> To use a range of reading strategies independently: questioning, predicting, clarifying, summarising, skimming and scanning To use a range of writing strategies independently: punctuation, sentence construction, vocabulary for effect. A focus on encouraging students to consider structural devices for effect in their own prose writing – order, openings and closings, links/cohesive devices, shifts in focus, pace and use of dialogue. To use a range of strategies to communicate orally: rhetorical devices, tone of voice, gesture, vocabulary, active listening and appropriate response 	
Key questions for the unit	<ul style="list-style-type: none"> What do we mean by the term 'otherness'? Which groups might feel a sense of 'otherness'? How has history (context) shaped the concept of The Outsider? How do writers effectively convey a point of view? How can I apply the techniques studied in the extracts and poems to inform and improve my writing? How can I effectively express my point of view in discussion and use the views of others to help inform my opinion? 	
Key vocabulary	<u>Unit vocabulary – tier 2 vocabulary</u> <ol style="list-style-type: none"> Otherness Marginalise Segregate Isolate Ostracise Colonisation Indigenous Discrimination Vulnerable Isolate Alienation 	<u>Unit terminology:</u> <ol style="list-style-type: none"> Emotive language Adjective Verb Adverb Narrative Arc Shifts of focus Dialogue Chronological Flashbacks Openings and closings

	<p>12. Ethnocentrism</p> <p>13. Exoticism</p> <p>14. Dominance</p> <p>15. Barbarian</p>	
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Suggested Chronology

	Possible Lesson Format	GCSE Links	Resources
1	<p><u>Introduction to Otherness</u></p> <ul style="list-style-type: none"> • Definition of term. Explore students reactions/connotations/synonyms • Use images to explore key question: Are there more similarities than differences? • If so, why do we focus more on what makes us different than what makes us the same? • Otherness in Literature – Caliban/Frankenstein use images to explore why The Outsider is a key theme in literature <p>Skills and Outcomes:</p> <ul style="list-style-type: none"> - Write two paragraphs explaining your understanding of the term 'otherness'. 	Pre-1900 Novel: <i>A Christmas Carol</i>	<p>PPT: Into to Otherness</p> <p>Otherness/other study: Jean-Francois Staszac</p> <p>Images of Caliban/ The creature in Frankenstein</p>
2-3	<p><u>Colonialism</u></p> <ul style="list-style-type: none"> • Cultural Heritage: Colonialism – How has it shaped our understanding of Otherness? • Students to share previous knowledge of colonisation (draw on students' prior learning from other subjects/interaction with media/books/films) • Use images to piece together our understanding of impact of colonisation • Explore the legacy of colonisation via Edward Coulson/King Leopold II <p>Skills and Outcomes: (<i>peer/self-assess/re-draft</i>)</p> <ul style="list-style-type: none"> - Write an autobiographical account from the perspective of a slave - Write opening paragraphs of a speech arguing in favour or against the toppling of Edward Coulson's statue 	<ul style="list-style-type: none"> • Importance of context in shaping understanding • Reading and responding to non-fiction texts (Paper 2: Section A) • Autobiographical writing (Paper 1: Section B) • Writing to argue (Paper 2: Section B) 	<p>PPT: Colonisation</p> <p>PPT: George Coulson Statue</p> <p>King Leopold</p> <p>Newspaper article and news clip link</p>
4-5	<p><u>Disability: The Elephant Man vs The Greatest Showman</u></p> <ul style="list-style-type: none"> • Explore changing attitudes to disability through representation in media • Use The Elephant Man as an historical starting point – physical disability as something to be feared or exploited • Draw comparisons with The Greatest Showman <p>Skills and Outcomes</p>	<ul style="list-style-type: none"> • Year 10 set text Jekyll and Hyde • Analysis of effects and impact of language choices – Language Papers 1&2 • Lang and Lit cross over skills 	<p>PPT: The Elephant Man/Greatest Showman</p> <p>Elephant Man Extract</p> <p>This is Me - Keesha</p>

	<ul style="list-style-type: none"> - Language analysis of Elephant Man extract - Language analysis of This is Me – zoom in /explode vocabulary choices - Monologue from the perspective of one of the characters 		
6-7	<p><u>Drawing Connections: This is Me vs And Still I Rise</u></p> <ul style="list-style-type: none"> • Students study in detail the connections between the lyrics and poem • Focus in particular on use of imagery and poetic devices • Draw on knowledge from previous lessons to identify contextual details <p>Skills and Outcomes: peer/self-assess/re-draft</p> <ul style="list-style-type: none"> - Re-inventing the text: Students choose a selection of words (limit it) from each poem and use these to create their own poem about otherness/ discrimination – - Compare the ways in which Keesha and Angelou present ideas about racial discrimination (could be via a Venn diagram or written response) - Both 'This is Me' and 'Still I Rise' powerfully portray the negative impact of discrimination on those who experience it. Which text do you feel is the most effective at conveying this message? - Research an inspirational person of colour. Write a speech to present to the class celebrating their achievements. 	<ul style="list-style-type: none"> • Exploring how themes of power and conflict explored in poetry - links to GCSE poetry anthology study. • Re-visiting poetry terminology and analysis • Developing skills in selecting and synthesising information • Comparing and evaluating skills for Lang and Lit • Spoken Language preparation 	<p>PPT comparing both texts</p> <p>Still I Rise</p> <p>NB: If choosing the research task teachers may want to book a computer suite/library</p>
8-9	<p><u>Refugees</u></p> <ul style="list-style-type: none"> • Students explore ideas and meanings surrounding migration and refugees • Focus on key vocabulary - persecution • Focus on how language and structure is used to convey ideas <p>Skills and Outcomes: peer/self-assess/re-draft</p> <ul style="list-style-type: none"> - Watch the film Ali's Story and explore use of stereotypes - Use the Bone Sparrow extract to explore use of language and structure - Using a film extract to write diary extract from the point of view of a refugee 	<ul style="list-style-type: none"> • Language paper 1 and 2 Section A skills – how language and structure are used to create meaning <p>Section B – autobiographical writing</p>	<ul style="list-style-type: none"> • Refugee PPT 1 • Refugee PPT 2 <p>The Bone Sparrow extract</p>
10-12	<p><u>LGBTQ</u></p> <ul style="list-style-type: none"> • Draw together student understanding of LGBTQ with the factual information • Read two different non-fiction texts exploring the issue/treatment of LGBTQ individuals • Use the examples to encourage class discussion about how to break down barriers/end discrimination <p>Skills and Outcome</p> <ul style="list-style-type: none"> - Create a leaflet to inform/educate society on LGBTQ and promote equality <p>Use the information/class discussion as stimulus but encourage further research</p>	<p>Developing non-fiction writing skills for Paper 2: Section B – Writing to Advise</p>	<p>PPT</p> <p>LGBTQ Leaflet task</p> <p>**a computer room should be booked for the final lesson of this topic</p>

13-16	<p>What does it mean to feel like an Outsider?</p> <ul style="list-style-type: none"> • Draw together student understanding of the theme of Otherness • Read extracts from short stories linked to theme of Otherness – link back to work on colonisation and Otherness in Literature • Re-visit structuring a narrative – Freytag's Pyramid/Linear/Flashback/in medias res • Use the practice visual stimulus to develop descriptive writing skills – effective vocabulary choices <p>Skills and Outcome peer/self-assess/re-draft</p> <ul style="list-style-type: none"> - Using the picture as a stimulus create a piece of descriptive writing which illustrates the theme of displacement 	Language Paper 1: Section B <ul style="list-style-type: none"> - Developing the skills needed to shape an engaging and imaginative piece of writing - Punctuation for accuracy and effect - Manipulating sentence construction and vocabulary for effect 	PPTs <ul style="list-style-type: none"> Story Structure grids Detailed self-assessment and proof-reading criteria
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Notes to Teachers:

- Please cover the weeks one and two content – Introduction to Otherness and Colonisation
- Please ensure students have the opportunity to explore otherness in a range of contexts. However, whilst the SoL presents one route through this unit it is by no means the only route. Please feel free to choose the areas of otherness which you would like to teach from the folders in J:Drive or from resources you used last year.
- The designated number of lessons is not prescriptive and you can spend longer on a particular area but at least three areas must be explored to ensure breadth of knowledge and opportunities for a range of writing experiences.
- The skills and outcomes tasks **DO NOT** all have to be completed and they can be adapted to suit the needs of your class. The **NON-NEGOTIABLE** element is that students are given the opportunity to practise a range of different styles of writing across the unit and to re-draft for improvement. It is not expected that these all be complete pieces of writing. It may be the opening of a speech or two paragraphs of descriptive writing and they may focus on re-working the opening sentence or using more assertive language etc.