



Key Stage Three English - Unit Overview

Year 9 – Autumn – ‘Diversity’

Main – *The Bone Sparrow*

- Resources – available in J drive (by WA)



<p>Unit rationale</p>	<ol style="list-style-type: none"> 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 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. 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. 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. The theme of 'marginalisation' links to potential GCSE texts: A Christmas Carol, An Inspector Calls and World and Lives poetry anthology. Marginalisation also links to themes in previous KS3 texts: Frankenstein, Noughts and Crosses, and 'character/voice' poetry in Y8. The text provides students with the opportunity to experience diversity and different cultures. 	
<p>Assessment</p> <p>Teacher Assessed</p> <p>Peer assessed</p>	<p>Unit outcome:</p> <p>Warm task:</p> <p>Transactional writing:</p> <p>Pupils will write a speech on if 'children ruled the world' at the end of the unit.</p> <p>Reading assessment:</p> <p>Students to write a comparison between the feelings presented in</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

	Windrush Child and The Bone Sparrow with a focus on their comparison and inference skills.	<p>improvement of work.</p> <ul style="list-style-type: none"> • Students to use unit KO to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently • 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. Detention centres and the Refugee crisis 2. Rohingyas 3. Identify 4. Family 5. Bildungsroman narrative (coming of age) 6. Loss and grief 7. Unity in conflict. <p>2. How to analyse structure effectively and write comparatively (see knowledge organiser)</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 higher order skills: evaluation, comparison and 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"> • Why is the duck so important to Subhi? It often questions, criticises or contradicts – why? • What does the author think about detention centres? • How does the book make you feel towards the Australian government's treatment of refugees? • How are children presented in the novel? • How are power structures used in the novel? • How is identity presented in the novel? • How does Subhi change throughout the text? • How might our understanding of marginalised characters change through the lens of a different writer? 	
Key vocabulary	<p>1. Tier 2 vocabulary:</p> <p>2. Unit vocabulary (see below)</p> <ol style="list-style-type: none"> 1. Victimised 2. Authoritative 3. Inferior 	<p>2. Tier 3 vocabulary (terminology):</p> <ol style="list-style-type: none"> 1. Symbolism 2. Foreshadowing 3. Figurative language 4. Parallel narrative

	<ul style="list-style-type: none"> 4. Inevitable 5. Fragility 6. Regression 7. Refugee 8. Agency 9. Unreliable 10. dehumanised 	<ul style="list-style-type: none"> 5. Pathetic fallacy 6. Theme 7. Frame narrative 8. Multisensory description 9. Enigma codes 10. Irony
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 'marginalisation' links to potential GCSE texts: <i>A Christmas Carol</i>, <i>An Inspector Calls</i> and conflict with identity within poetry clusters. <i>Marginalisation</i> also links to themes in previous KS3 texts: <i>Frankenstein</i>, <i>Noughts and Crosses</i> and 'character/voice' poetry in Y8 • The reading 'challenge' increases in this unit, 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 and students will be developing their comparative analysis. • The novella is distinct in its characterisation; linked writing tasks surrounding character creation will develop pupils' sense of characterisation. This element of crafting in prose writing links to enrichment lessons in Y9: <i>Outsiders</i> and 19th Crime/Mystery next term. 	