

## Year 9, 'Educating Rita', English Scheme of Learning

Rationale and Context of Unit:	Core curriculum content:	Tier two and Tier three vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>● <i>This unit builds on the Hamlet unit in year 8 and the two modern novel units in year 7.</i></li> <li>● <i>This unit supports the modern text unit in the Literature GCSE. It also facilitates opportunities to develop all spoken, written and reading skills.</i></li> <li>● <i>This unit builds on skills, themes and context introduced in previous units.</i></li> <li>● <i>The unit is in year 9 due to the level of maturity required to be able to access this play at the required level. It spans the end of the Spring term and beginning of the Summer term depending on shared classes.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Context-Twentieth Century history, Blake's Innocence and Experience, Shakespeare's Macbeth</i></li> <li>● <i>Themes - ambition/downfall, human relationships, class system</i></li> <li>● <i>Skills-quotation selection, inference and deduction, extended reading of a complex text, links and connections both across the play and to context, analysis of language/symbolism</i></li> <li>● <i>All skills have been covered in previous units and are part of GCSE courses.</i></li> </ul>	<p><b>Quotation</b></p> <p><b>Metaphor</b></p> <p><b>Symbolism</b></p> <p><b>Moral</b></p> <p><b>Tragedy</b></p> <p><b>Hamartia</b></p> <p><b>Chekov</b></p> <p><b>Peer Gynt</b></p>
Challenge and Support:	World wide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>● <i>This unit introduces complex themes and ideas- particularly around context. For example, the expectations of women in society and the political issues at the time.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Political issues of the 1980s</i></li> <li>● <i>Challenging gender stereotypes</i></li> <li>● <i>Cost/value of education</i></li> <li>● <i>Class system</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>The theme of education and the availability of education to different classes</i></li> <li>● <i>Jobs/opportunities</i></li> </ul>

<ul style="list-style-type: none"> <li>● <i>Challenge is embedded throughout the unit but with scaffolding and revisiting to allow accessibility.</i></li> <li>● <i>Scholarly reading for HPAs-Blake's Songs of Innocence and Experience, Shakespeare's Macbeth</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Links to education and educational settings to make ideas of context more accessible</i></li> </ul>	
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<ul style="list-style-type: none"> <li>● <i>Twentieth century leaders and their decisions</i></li> <li>● <i>Moral ideas of stereotypes in society, class</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Obvious links with History</i></li> <li>● <i>Clear links with CC-specifically on gender stereotype issues/class</i></li> <li>● <i>Reading aloud almost every lesson</i></li> <li>● <i>Extended writing throughout</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Misconceptions may arise around some of the language/Liverpudlian dialect.</i></li> </ul>
<p><b>Assessment timeline:</b></p>		
<ul style="list-style-type: none"> <li>● <i>Mid-term assessment (symbolism essay)</i></li> <li>● <i>One hour assessment with up to two hours planning and practise prior to the assessment.</i></li> <li>● <i>Assessment builds on lesson content.</i></li> <li>● <i>Low stakes testing used throughout.</i></li> <li>● <i>Checklist and sentence starters used throughout</i></li> </ul>		
<p><b>Home learning</b></p>		
<ul style="list-style-type: none"> <li>● <i>There are points in the scheme where the lesson content is too great and so the teacher could set part of the lesson content as homework, such as the 'check your understanding' questions. This would be at their discretion.</i></li> <li>● <i>Scholarly reading opportunities-as above.</i></li> <li>● <i>Main homework task - choice between set design, 1980s booklet or leaflet.</i></li> </ul>		
<p><b>Feedback</b></p>		

- Midpoint assessment marked using feedback four.
- Other forms of assessment-low stakes testing, peer and self, whole class feedback, sample marking.

## Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<b>Unit 1</b>							<b>Unit 2</b>							<b>Unit 3</b>					<b>Unit 4</b>			<b>Unit 5</b>				<b>Unit 6</b>												
19 <sup>th</sup> C Novel: Sign of Four							Modern Novel: Lord of the Flies							Modern Novel: Lord of the Flies					Power and Conflict Poetry			Modern Play: Educating Rita				Speech and Spoken Language Unit												