Swanwick Hall School Long Term Planning

Year Group: 9 Subject: English

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| Learning cycle | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| 1  5/9/22 – 21/10/22  *Blood Brothers* | -To understand Russell’s presentation of 1960s-1980s.  To understand the musical genre and Russell’s message | -To understand the plot and characters of the play  To understand the function of the narrator  -To understand Russell’s presentation of key characters | To understand how Russell uses stagecraft to create a powerful moment on stage  To be able to reimagine an important in the play through a descriptive narrative.  -To understand why how Russell explores the theme of violence at the end of Act 1 | -To understand the theme of social injustice  -To understand how Russell presents Mickey and Eddie’s lives as adults | - To understand how Russell presents the brothers’ experiences and how this shapes their characters  -To understand Russell’s presentation of the characters at the end of the play  -To be able to reimagine an important in the play through a descriptive narrative | ***checkpoint week*** | ***gap week*** |  |
| 2  31/10/22- 22/12/22  *The Best of SHS Anthology* | An introduction to the poetry anthology  Poem 1 | Poem 2  Comparing poem 1and poem 2 | Poem 3  Poem 4  Comparing poem 3 and poem 4 | Poem 5  Poem 6  Comparing poem 5 and poem 6 | Poem 7  Poem 8  Comparing poem 7 and poem 8 | Poem 9  Poem 10 | ***checkpoint week*** | ***gap week*** |
| 3  9/1/23 – 3/3/23  *Building a convincing viewpoint in non-fiction* | Learning Objective | Learning Objective | Learning Objective | Learning Objective | Learning Objective | ***checkpoint week*** | ***gap week*** |  |
| 4  6/3/23 – 12/5/23  *Of Mice and Men* | The context of the 1920s and 1930s and its relevancy to the text.  How Steinbeck uses setting in Chapter 1 to present solitude and tranquillity. | How Steinbeck presents the characters of George and Lennie.  The features of Steinbeck’s written style when introducing setting and characters.  To be able to write in the style of Steinbeck, imagining the moment when George and Lennie escape from Weed. | How Steinbeck presents the American Dream  How Steinbeck uses setting in Chapter 2 to present the lives of migrant workers.  How Steinbeck uses Candy as a vehicle to present the realities of life on the ranch.  . | How Steinbeck presents the characters of Curley’s Wife, Slim and Curley in Chapter and their functions in the novella.  To be able to compare Slim and Curley in their writing. | How Steinbeck presents Slim in the opening of Chapter 3.  How Chapter 3 presents the harsh realities of life on the ranch through the death of Candy’s dog. | How Steinbeck presents Curley at the end of Chapter 3.  To be able to compare Slim and Curley in their writing. | ***checkpoint week*** | ***gap week*** |
| 5  15/5/23 – 3/7/23  *Of Mice and Men: the final episode* | How Steinbeck creates an effective setting at the beginning of Chapter 4.  The presentation of Crooks and Curley’s Wife (Ch. 5)    How Steinbeck explores relationships, power and control in the Chapter 4. | How Steinbeck presents Curley’s Wife and Lennie as vulnerable characters in Chapter 5. | Steinbeck’s presentation of a pivotal moment. (Ch. 5)  Steinbeck’s presentation of setting at the beginning of Chapter 6 and the cyclical nature of the text. | How Steinbeck presents the characters of George and Lennie in Chapter 6.  The end of the text and Steinbeck’s messages. | To be able to write a final additional chapter to novella to show a clear understanding of Steinbeck’s style of writing and character. | ***checkpoint week*** | ***gap week*** |  |
| mini unit  10/7/23 – 21/7/23 | Learning Objective | Learning Objective |  |  |  |  |  |  |