

Learning Journey – Why is Literature important to understand our own context?

Big questions:

How can belief systems inform our understanding of literary genres?

What factors influence a writer’s point of view?

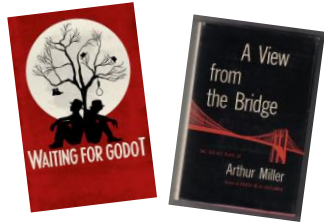
How do the affordances and constraints of a form impact our experience?

Why do the voices of literature matter?

Homework Expectations:

SPARX Reader –

Completion of SRP target each week. 300 SRP per week, which equates to 30 minutes reading per week. This is the baseline minimum.



DC3 MAT identity co-constructed assessment (reading & writing): Unseen poetry

How can drama function as an exploration of self?

Reading as writers: To what extent does one’s perception of the world depend on their experiences?

How to evaluate marginalised voices illustrating marginalised experiences?



A View to Self:

- ☐ Interpreting personal response
- ☐ Critical evaluation
- ☐ Inference of language
- ☐ Understanding of form

Unseen Prose:

- ☐ Crafting for meaning
- ☐ Critical evaluation
- ☐ Interpreting personal response
- ☐ Developing sophisticated expression
- ☐ Constructing perceptive interpretation

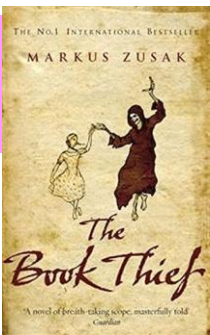
Unseen Poetry:

- ☐ Crafting for meaning
- ☐ Critical evaluation
- ☐ Interpreting personal



DC2:
Evaluation
of fiction
text

The Book Thief: How can we interpret historical significance through fiction?



How can we interpret writer’s bias?



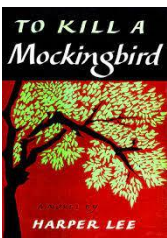
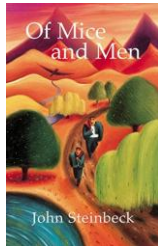
Greek Mythology:

- ☐ Interpreting personal response
- ☐ Critical evaluation
- ☐ Deconstructing cultural bias

DC1: Writing

Historical Voices:

- ☐ Interpreting personal response
- ☐ Critical evaluation
- ☐ Inference of language



How has history shaped perceptions of marginalised voices?

How to compare poetic voices with contextual experience?

How can drama explore life’s questions?



Transforming Voices:

- ☐ Interpreting personal response
- ☐ Critical evaluation
- ☐ Inference of language

Poetry from other cultures and traditions:

- ☐ Inference of language
- ☐ Inference of form
- ☐ Inference of structure

The Last Plays:

- ☐ Relationship between texts
- ☐ Understanding of form
- ☐ Critical evaluation



DC3 MAT co-constructed assessment (reading & writing): : Power & Voice (Malala - We are displaced)

How can experiences shape our own voices?

How do young people become the heart-breaking victims of progress?

How can form choice shape interpretation?



Transforming Voices:

- ☐ Interpreting personal response
- ☐ Critical evaluation
- ☐ Inference of language



The 19th Century:

- ☐ Inference of meaning
- ☐ Tracking patterns in texts

The Verse Novel:

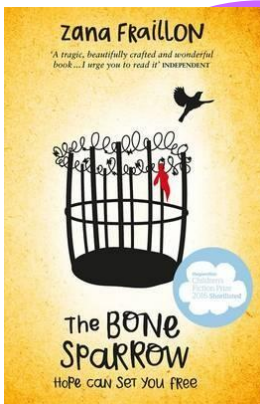
- ☐ Critical evaluation
- ☐ Inference of form
- ☐ Inference of structure

DC1 -Run Rebel assessment –
Language analysis

How to understand marginalised experience and representation in literature?

How to compare poetic voices with contextual experience?

How did Shakespeare’s work establish its universality?



Creative Voices:

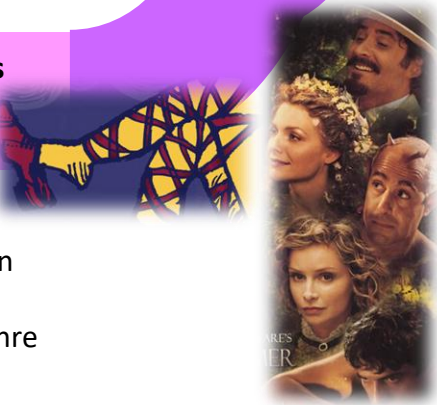
- ☐ Crafting for meaning
- ☐ Interpreting personal voice

Poetry from other cultures and traditions:

- ☐ Inference of language
- ☐ Inference of form
- ☐ Inference of structure

Creative Shakespeare:

- ☐ Relationship between texts
- ☐ Understanding of genre – romantic comedy
- ☐ Understanding of form



DC3 MAT co-constructed assessment on prose (reading & writing): : Identity (Djinn Patrol)

What concepts shape our perceptions of the world?

How does the gothic function?

How does mythology construct collective consciousness?



Creative Voices:

- ☐ Crafting for meaning
- ☐ Interpreting personal voice



Gothic Literature:

- ☐ Relationship between texts

Cultural conversations –
going on an odyssey:
☐ Crafting for meaning

MAT co-constructed assessment
(reading & writing): Adventures
and journeys
Week 2 baseline and week 8 DC1



YEAR
7

YEAR
8

YEAR
9

DC2 - End of S1 – personal response
assessment to concept.