



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 11 Narrative Writing Autumn One

Please use in conjunction with the Teacher Annotated Booklet.

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	Written link the wider curriculum	Assessment
Lesson 1 NOTE TO STAFF: These lessons may vary in length according to student outcome- please work through the resources in response to your class. For example, You may complete two 'lessons' in one lesson depending on your class response to the resource. Introducing the narrative strategy	Students will know that the Narrative Question is on Language Paper 1 and it is Q5. They will know the question is worth 40 marks. 24marks for content and 16marks for spelling, punctuation and grammar. The question requires you to write a narrative or a description. We do not know what image you will be given to write about in the exam, so we prepare you for the narrative question. It is really difficult to write a successful story on a first draft, so you must take the time to edit and learn a story in preparation for the exam. <i>(You would learn the answers to a Maths or Science paper so it is just the same!)</i> The students will know that the story is then 'tweaked' to fit the topic of the exam question. The students will know that successful narratives include: <ol style="list-style-type: none"> 1. Have one or two characters. 2. Have lots of detailed description. 3. Set the scene. 4. Contain a conflict or problem. 5. Have circular structures. 6. Contain minimal speech or dialogue. 7. Contain different sentence structures. 8. Have a varied and interesting use of vocabulary. 9. Have a variety of punctuation for different effects. 10. Are entertaining and unique. 		Students will need to know that successful and engaging stories includes: Engaging and exciting plot Creative twists Relatable characters Conflict Description Tension Universal themes	Students have written and studied description in their previous lessons.	Students must annotate the model looking for the criteria. Ideas are on the annotated booklet.
Lesson Two Openings – NOTE- Swearing in the third model.	Students will know that openings are important as the reader needs to be intrigued straight away. Students will know that detailed vivid description and in media res are some ways that a writer can begin a story successfully.	In Media Res- In the middle of the action Vocabulary for reading in booklet. Dun- a dull, greyish brown colour	Students need to know the structure of the narrative arc. Students need to know that in Media Res is used in Bayonet Charge by Ted Hughes. This is to immediately	Students will be familiar with narrative arc/story mountain from previous work looking at Gothic genre, Myths and Gothic. Students have studied Bayonet Charge in Year 10.	The models of media res are annotated in the teacher booklet. Teacher model for second image: Dun, filthy smoke crawled across the contaminated sky. The mountains were engulfed by a poisonous cloud, suffocating in the decaying light. An overwhelming roar echoed through the land. The land itself was a battlefield, irreparable, its spirit beyond redemption.

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			place the reader in the war with the soldier going 'over the top'	Students have studied A Christmas Carol in Year 10. They know the story and the word redemption in the teacher model.	
Lesson 3 Weather and Place	Students will know that a successfully story establishes weather and place. Students will know that pathetic fallacy is a technique to establish mood, weather and place.		Students will need to know that pathetic fallacy is when the weather mirrors the mood of the characters or the narrative. Students will know that the line 'sudden successive flights of bullets streak the silence' is sibilance and creates the effect of sinister quick movements that emphasise the danger the men are in.	Students will have studied pathetic fallacy in Gothic Literature and A Christmas Carol. Students will have studied Exposure in Year 10 for the second knowledge retrieval question.	The teacher booklet has annotated suggestions for the teacher models and has model examples for staff to use.
Lesson 4 Place	Students will know that a good description of place will include adjectives, personification and metaphor.	Serenity -a state of being calm, peaceful, and untroubled. It embodies a sense of tranquillity and inner peace, often associated with a quiet or soothing environment.	Students will need to know that personification is when something inhuman is given human qualities.	Students will know the mountain strode after him is from Wordsworth's The Prelude they have studied in Year 10. Students have studied Macbeth in Year 10- they should	Teacher model for the 'squeaky clean' version of Filmed in Faithlessness; Here's a rewritten version of the passage with a clean, refreshed setting: Every surface gleamed with a polished shine. He ran his finger across the rows of books, the span of tables, and the wide window frames, all spotless and bright. A swift swallow darted gracefully past his ear, and he marvelled at how it had found its way in through the open window. It perched

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			<p>An example could be: The mountain strode after him.</p> <p>Students will need to know that a lighted candle could symbolise life.</p>	know the hint of 'Out brief candle'	lightly on the sill, chirping cheerfully at him. Despite the serenity around him, he knew he'd never find her again. He felt as lost as the once-weary home, now restored but still echoing with his lingering doubts.
Lesson 5 People	<p>Students will know that they should have only 1-3 people in their story. Students will know that students often describe people in their story basically and they need to be more focused and detailed in their description.</p> <p>Students will know that description of hands and feet can help inform the reader about the character.</p>		Students need to know A Christmas Carol to complete their knowledge retrieval.	Students have studied A Christmas Carol in Year 10 and will know the quote about the Ghost of Christmas Past.	<p>Answers are annotated on the teacher booklet.</p> <p>Image of the man on the bench model:</p> <p>At the edge of the park, an old man sat on a weathered wooden bench, his back straight and hands folded neatly in his lap. The bench, half-claimed by creeping ivy, seemed almost a part of him, as though both had grown into the earth together over the years.</p> <p>His face, lined and creased like a well-worn map, told stories of time. Deep furrows ran from the corners of his mouth, framing lips that had long since grown thin and tight, as if holding back words too heavy to speak. His cheeks, sagging slightly with age, resembled the gentle slopes of hills that had weathered many seasons. But it was his eyes that captured attention—sharp, clear, and intense beneath his heavy brows. There was an alertness in his eyes, like the flicker of a candle in a storm, a brightness that defied the years carved into his skin.</p> <p>Those eyes had seen much. They had once scanned endless horizons, searching for threats in the fog of war. He had witnessed the sky turn dark with smoke, had heard the deafening roar of artillery, and had seen the earth tremble beneath the weight of human conflict. The memories of comrades lost, of battles fought and survived, flickered just beneath the surface, like shadows darting through a forest.</p> <p>Now, as he sat quietly in the park, the sights and sounds of peace surrounded him. Yet, behind that alert gaze, the</p>

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					echoes of a distant war still lingered, forever etched into the lines of his face
Lesson 6 Flashback	Students will know that their flashback in the story is where they will tweak the story to fit the exam question. Students will know that using a flashback is a great way to ensure you are engaging with the exam question; without causing too much disruption to your story.		Students should know that a flashback explains present events, motives and histories of characters. They also help build tension.	Students have looked at flashbacks in Long Way Down.	All annotations and models are on the teacher booklet.
Lesson 7 Resolutions	Students will know that the function of the ending of a story is to present the final conflict and its resolution. By this point in the narrative you should have kept all the promises you made with your opening. An ending should feel like a satisfying conclusion to the narrative. Students will know that 'bad endings' include: Flat ending, Nonsense ending and the far too obvious ending. Students will know that Good ending types include; Reflective ending, Twist ending, Dialogue ending and Circular ending.		Students will need to know some of the similes that are used to describe Scrooge at the beginning and end of A Christmas Carol.		Annotations are in the teacher booklet. Models for endings: Cecile stood frozen in the small post office, her breath catching as she met the gaze of the man behind the counter. After years she had finally found him—right here in her own village, sorting letters with a practiced hand. There was a flicker of recognition in his eyes as he looked up, and with a quiet, almost hesitant, "Cecile?" Lilly stood before the canvas, her husband's harsh words echoing in her mind, but this time, they didn't stop her. With a newfound resolve, she picked up her brush and let her emotions flow freely onto the canvas. Stroke by stroke, the painting came to life—vibrant, expressive, and undeniably beautiful. She had finally broken free with the iridescent oils on the paper.

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Lesson 8 The Final Draft	<p>Students will know how to write their final draft of their narrative using:</p> <ul style="list-style-type: none"> • Have one or two characters. • Have lots of detailed description. • Set the scene. • Contain a conflict or problem. • Have circular structures. • Contain minimal speech or dialogue. • Contain different sentence structures. • Have a varied and interesting use of vocabulary. • Have a variety of punctuation for different effects. • Are entertaining and unique. <p>Students will know to use the following structure:</p> <ul style="list-style-type: none"> • 1.Opening/Setting/Weather • Character/Conflict • Flashback • Resolution <p>Students will use the model to write their final draft.</p> <p>NOTE to teachers: Students must submit a final draft to you for checking/edits.</p>				

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	Book an IT room for students to type up their narratives. Save in the P drive. As this is a new strategy RJN, LGN and RPN will be checking narratives around the 21 st of October.				