**Curriculum Related Expectations**

**HT1: Understand the origin and art of storytelling and the representation of religion in literature over time**

**Year 9: students have a secure understanding of the origins of storytelling and how themes such as good and evil features in literature**

**Students can define the following terms:**

|  |  |  |
| --- | --- | --- |
| Quest Novel | Flashback | Verb |
| Fantasy | Semantic Field | Noun |
| Folklore | Pathetic Fallacy | Adverb |
| Myth | Good Vs Evil | Adjective |
| Legend | Troll | Characterisation |
| Foreshadowing | Goblin | Sibilance |
| Setting  | Anastrophe | Context |
| Third Person Narration | Preposition | Protagonist/Antagonist |
| Freytag’s Pyramid | Symbolic/Allusions | Ambivalent |
| Archaic Language | Personification | Development |

**Students know:**

* the conventions of storytelling and the features of a fantasy novel
* the purpose of folklore stories
* what inspired Tolkien to write The Hobbit
* the plot of The Hobbit
* how good and evil is presented throughout the novel and its deeper meaning
* the range of devices Tolkien uses to create characters such as setting, archaic language, anastrophe and sibilance
* about different narrative structures such as flashback and chronological plotting

**Students can:**

* summarise the plot of The Hobbit
* explain and analyse Tolkien’s use of language, structure and form, adopting Comment-Evidence-Stretch in both language and literature style questions
* select a range of evidence and explore a range of ideas across a text
* identify multiple interpretations
* use academic analytical verbs to enhance their writing
* use modal verbs/tentative phrasing when analysing
* write imaginatively, adopting a range of writing techniques to enhance the effect on the reader.
* Craft effective sentences using fronted adverbials; triple noun colons; simile starts; so so sentences etc
* Write in both first and third person
* Add detail and develop convincing characters
* Write with technical accuracy and use a range of punctuation for effect