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| **Year 9 English** |
| Intent: Students will build on their knowledge from Year 7 and Year 8, with each unit designed to enhance and develop previous learning. Students will explore a range of more challenging prose, drama, poetry and non-fiction texts throughout the year. Students will begin to year by reading and studying the novel ‘In the Sea there are Crocodiles’. Students will develop their close analytical skills by exploring the presentation of the treacherous journey of the protagonist. Students will then move to explore the Shakespeare tragedy Julius Caesar. The aim of this unit is to prepare for the study of Macbeth, as well as revisit and build on learning from Year 7 and 8 around the concepts of tragedy, power, leadership, characterisation. Students will finish the year using The Long Way Down and extracts from non-fiction articles to develop their own writing skills to ensure they enter KS4 equipped with the skills to confidently read, write and explore literature.  |
| Term | **Unit One** | **Unit Two** | **Unit Three** | **Unit Four** | **Unit Five** |
| Unit | Salt to the Sea  | Julius Caesar  | The Long Way Down  | Narrative Writing  | Perspective Tone and Style |
| **Unit Knowledge** | Students will build on their novel learning from 7U3, 8U3 to explore the different narrative voice, characterisation and complex themes of a class novel. **Narrative Voices and Characters development:**Students will continue to build on both their analytical skills by analysing and comparing the presentation of characters along with exploring the themes of the novel. **Journey and Experience:**Students will explore how the novel presents the real-life journey and experiences of the protagonist through the use of structure and language.  | This unit links backwards to Romeo and Juliet and also forwards to Macbeth study in Year 10. Julius Caesar allows us to build on student understanding of tragedy and narrative form from Year 7 but to also reflect on their conflict, power, rhetoric and leadership work Year 8. **Brutus, Caesar and Cassius:**Students will explore Shakespeare’s use of characterisation through the characters of Brutus, Caesar and Cassius. **Kingship and Prophecy:** Students will explore the ideas of kingship and prophecy in their reading of the play.Revisit to tragic narrative structure, characterisation through drama, context of Shakespeare, modal verbs. | This unit builds on the learning about poetry from 7U6, 8U1 and 8U5. Students will look at poetic form and its purpose. Students will also explore and focus on narrative structure as well as characterisation, authorial intent. It also allows students to look at the idea of the purpose of characterisation in a text and the impact on the protagonist which supports students for A Christmas Carol in Year 10.1. Narrative Structure. 2. Authorial Intent.3. Characterisation and character purpose. 4. Development of the use of poetry across ages.5. Verse Novel. 6. Epic Poetry.7. Rhythm. | Students will use their learning from the previous unit to produce their own short stories which focus heavily on narrative structure, characterisation, single setting, zooming in and extended metaphors.1. Narrative Structure. 2. Structural techniques. 3. Extended metaphors.4. The purpose and use of a protagonist. 5. Symbolism. | *This unit will build on the learning of narrative voices (9U1) as well as the transactional writing work from 8U6 and 7U4 to focus on how writers create perspective, tone and style. They will explore non-fiction texts where writers have a clear perspective, tone and style.* *Students will then use their to produce their own pieces of writing crafting perspective, tone and styles.*1. Perspective2. Tone3. Style4. Structure.5. Narrative Voice.6. Sarcasm. 7. Irony8. Manipulation vocabulary and grammar for impact. |
| **Skills:**  | 1. Students can construct personal opinions around the presentation of a theme or character in a thesis statement. 2. Students can explore how characters can embody different ideas and function as a symbol in a text.3. Students can select and embed relevant textual evidence in an analysis of how characterisation is developed.4. Students can track and analyse the subtle meanings of symbols.5. Students can embed ideas around context and authorial intent into an extended written response about the themes in a novel.6. Students can analyse how writers use language and structure to create specific effects in the reader. | 1. Students can recall and recognise the tragic conventions use by Shakespeare. 2. Students can recall and understand the evens of the play. 3. Students can explore Shakespeare use of characterisation and analyse the presentation of the characters of key characters. 4. Students can reflect on the themes of leadership, kingship and prophecy and explore how Shakespeare presents these in his novel. 5. Students can analyse the presentations of characters from key extract with a focus on the use of form, structure and language. | 1. Students can recognise and understand that narratives can come in different forms. 2. Students can explore the journey and development of a protagonist and how this can be reflected on the structure of a narrative.  | 1. Students can explore how to change the structure of a narrative to alter meaning. 2. Students can craft writing using different narrative and sentence structures for effect. 3. Students can use extended metaphors throughout their own writing. 4. Students can craft a piece of narrative writing using a setting and protagonist purposefully.  | 1. Students can identify and explore a range of perspectives and tones in writing.2. Students can evaluate the effect of different tones and perspectives. 3. Students can identify how writer subtly use different techniques for certain purposes. 4. Students can plan and craft their own writing which has a clear perspective and can manipulate tone.  |
| **Enrichment** | Young Speaker Competition Journalist Club  |