Year 9 - Literature and Inequity

Term	1	2	2	3	4	5	6
Topic Title	**Modern Novel Study: Inequity in Literature**		**Writing to Argue and Persuade**	**Shakespeare - The Merchant of Venice**		**Poetry Study - William Blake and Romanticism**	**English Language Project - The Gothic Genre**
Rationale	Pupils read a modern American novel, either *Of Mice and Men* or *To Kill a Mockingbird* to explore issues of inequity. Study of dialect and non-standard English to reinforce understanding of language needing to suit the context. Writing task: News report, to refresh the skills taught in Year 8.		Pupils draw on their knowledge of the world and social inequity to produce a viewpoint piece, applying the conventions of rhetoric.	This play is chosen because it ties in with the themes established in the year and challenges their own prejudices		Pupils study a poet in-depth, developing their understandin of how context influences the stylistic choices a writer makes. Written assessment: Unseen poetry response.	This modules allows for the continued assessment of pupils' English language skills, whilst also securing pupils' ability to comprehend and analyse 19th century fiction. Texts to include: The Laboratory - Browning The Speckled Band - Conan-Doyle Extracts from Dracula - Stoker
	Writing: Securing grammar knowledge and crafting characterisation		**Writing:** Article to argue/persuade, applying conventions of rhetoric	**Writing:** Applying narrative features to transform drama to prose: Court Scene		**Writing:** Securing literary devices and figurative language.	**Writing:** Developing narrative features to explore narrative hooks. Produce their own original writing in a gothic genre to demonstrate understanding of the conventions.
Prior knowledge	This builds on the knowledge of context and authorial intent developed in Y8. Pupils have studied the structure of a novel in Yr 7 and 8, and have a knowledge of literary techniques such as foreshadowing. The two texts studied in Yr 9 present more challenging material and much more nuanced characterisation of heroes and villains than in Yr7.		Pupils have developed their ability to respond to texts, exploring how writers convey important messages through texts. Pupils will draw on their knowledge of establishing perspectives and rhetoric (Y9 homework booklet 'Speeches').	Pupils have developed their understanding of context and how it influences writers. They have developed their understanding of how and why inequity is presented in specific ways across literature.		Pupils have developed their knowledge of Romantic poetry in Years 7 and 8	Builds on inference, analysis and evaluation skills developed in Years 7 and 8.
Key knowledge/skills development	Analysing and evaluating the impact of writers' choices in a modern novel		Writing - Planning, Composition, Research skills, Structuring a text, crafting sentences and using language for effect.	Tracking portrayals of character, ideas and and themes across a play.		Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VIPERS)	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VIPERS)
National Curriculum/specification links	- reading a wide range of fiction and non-fiction, including in particular whole books, - making inferences and referring to evidence in the text studying setting, plot, and characterisation, and the effects of these - making critical comparisons across texts - studying a range of authors, including at least two authors in depth each year. - writing for a wide range of purposes and audiences - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts		Writing for a wide range of purposes and audiences summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing	Reading Shakespeare understand increasingly cahllenging texts through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense.		Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense. Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts recognising a range of poetic conventions and understanding how these have been used	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense. writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts recognising a range of poetic conventions and understanding how these have been used
Cross curricular links	History - Half term 5 Y8 - Plantation Life			Religious Studies - Y7 Ht 5 - Judiasm/ Y9 Half term 2 - Predjudice;		History - Half Term 3 Y8 - French Revolution ; Half term 2 Y8 Industrial Revolution; Geography - Urbanisation	History - Half Term 2 Y8 - Industrial Revolution
Numeracy	Graph to plot tension, character/thematic development					Exploring patterns and sequences when studying poetry e.g. metre, rhythm, form and structure; Graphs to plot rise of dramatic tension within extracts	Graphs to plot rise of dramatic tension within extracts, exploration of dates pertinent to study of extracts
Stem							Team project to design a visual display
Key vocabulary	Inquality, segregation, subject-specific vocabulary, disability		Argue, persuade, viewpoint, rhetoric, logos, ethos, pathos	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary		Genre, audience, purpose, mode. Simile, metaphor, alliteration, onomatopoeia, extended metaphor. Structure, form, rhythm. Semantic field, lexical field. Context; Intention and Intent.Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary