

	HT1	HT2	HT3	HT3	HT4	HT5
Y9	<p>Prose - Sherlock Holmes: Speckled Band</p> <p>Summary: <i>Pupils will study Sir Arthur Conan-Doyle's Speckled Band as 19th Century story.</i></p> <p>Skills</p> <p>(I) reading, understanding and responding to a text (ii) analysing language, form and structural choices by the writer (iii) understanding texts and the contexts in which they are written</p>	<p>Writing – Creative Short Story Unit (The Dystopia)</p> <p>Summary: <i>Pupils will use a picture stimulus to craft a dystopian story of their own.</i></p> <p>Skills</p> <p>(I) Communicate clearly, effectively and imaginatively (ii) Write for different forms, audiences and purposes (PAF) (iii) Organise information and ideas, using structural and</p>	<p>Shakespeare – Merchant of Venice</p> <p>Summary: Pupils will study their second whole Shakespearean text at KS3.</p> <p>Skills</p> <p>(I) reading, understanding and responding to a text (ii) analysing language, form and structural choices (iii) understanding texts and the contexts in which they are written</p>	<p>Travel Writing – Non-Fiction Writing</p> <p>Summary: <i>Pupils will examine key non-fiction genres before writing for a P(purpose)A(audience)F(form)</i></p> <p>Skills</p> <p>(I) Communicate clearly, effectively and imaginatively (ii) Write for different forms, audiences and purposes (PAF) (iii) Organise information and ideas, using structural and grammatical features</p>	<p>Poetry: Unseen and Comparative Skills</p> <p>Theme: Cultures</p> <p>Summary: <i>Pupils will focus on the key skills needed for analysing unseen poems – linked under the theme of culture.</i></p> <p>Skills</p> <p>(I) reading, understanding and responding to a text (ii) analysing language, form and structural choices (iii) understanding texts and the</p>	<p>Play Modern – Noughts and Crosses</p> <p>Summary: This unit will prepare pupils for a modern play at GCSE.</p> <p>Skills</p> <p>(I) reading, understanding and responding to a text (ii) analysing language, form and structural choices (iii) understanding texts and the contexts in which they are written</p>

	<p>Knowledge</p> <p>Context Victorian London and Victorian Crime Gender in Victorian society</p> <p>Genres The Gothic Crime Fiction</p> <p>Themes Violence/Urban Terror Imperialism Justice</p>	<p>grammatical features (iv) Use a range of vocabulary and sentence structures (v) Use accurate spelling and punctuation.</p> <p>Knowledge</p> <p>Genres: Dystopian Genre Science Fiction</p> <p>Themes: Government control Environmental destruction Technological control Survival Loss of Individualism</p>	<p>Knowledge</p> <p>Genre: Shakespearean comedy</p> <p>Themes: Prejudice Law/Justice Love and Friendship Greed and Generosity</p> <p>Context: Elizabethan England 16th Century</p>	<p>(iv) Use a range of vocabulary and sentence structures (v) Use accurate spelling and punctuation.</p> <p>Knowledge</p> <p>Genre – range of non- fiction texts (journals, letters, articles, reviews, blogs)</p> <p>Conventions of non- fiction travel writing (literary non-fiction):</p> <p>Descriptive techniques (figurative language, alliteration, onomatopoeia, repetition, triplets, tone...) Personal perspective</p>	<p>contexts in which they are written</p> <p>Knowledge</p> <p>Poetic forms: Free Verse Elegy Ode Sonnet</p> <p>Poetic Devices: Stanza . Couplet Quatrain Cinquain Sestet Meter Rhyme scheme Syllable</p>	<p>Knowledge</p> <p>Themes: Racism Prejudice Extremism Dystopia Genre</p> <p>Context: Civil Rights Movement Apartheid era</p> <p>Form, language, and Structure</p> <p>Monologue Stagecraft Flashback Flashforward</p>
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	<p>Language and Structure</p> <p><i>Narrative structure – with a specific focus on the climax of a story</i></p> <p><i>Language used to create suspense and tension.</i></p> <p>Assessment:</p> <p><i>This will be a reading assessment based upon an extract from the story. Focus will be on writer’s intent to create suspense for the reader.</i></p>	<p>Assessment:</p> <p><i>This will be a writing assessment using a picture stimulus.</i></p>	<p>Contrasts between East and West</p> <p>Language and Structure</p> <p>Dramatic Irony Allusion Symbolism Imagery Alegory</p> <p>Assessment:</p> <p>This reading assessment will on a key scene and theme studied within the text.</p>	<p>Informative style</p> <p>Assessment:</p> <p><i>This will be a writing assessment that aims to produce a realistic piece of travel writing</i></p>	<p>Poetic Techniques</p> <p>Imagery Sibilance Alliteration Onomatopoeia Enjambment</p> <p>Assessment:</p> <p><i>This will be a reading that compares the way culture is represented across poems</i></p>	<p>Dialogue</p> <p>Assessment:</p> <p><i>This unit will assess the pupils understanding of a key theme within the play.</i></p>
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