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| **9** | **Unit 1Global Identities in the past and present**The American Dream | **Unit 2Telling Tales**Gothic  | **Unit 3 Shakespeare**Conflict |
| **When?** | **Term 1 & 2**  | **Term 3 & 4**  | **Term 5 & 6**  |
| **Why?** | Y9 English begins with an exploration of American texts. It provides opportunity to prepare students for GCSE English Literature to criticise society and global issues as a result of the writers’ experiences. Leading on from this, Y9 English enhances analysis skills through detailed examination of Gothic texts through a wide coverage of historical periods, forms and authors. After exploring these writers’ craft and intentions, we focus on developing the students’ own craft through article and letter writing to develop their own non-fiction writing. Finally, we will study Shakespeare’s tragedies. We examine how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Also, students will create presentations, expressing their own ideas and participate in formal debates using Standard English confidently in a range of formal and informal contexts.  |
| **Concepts:** |
| **Vocab:** | Solidarity Diversity Prejudice ToleranceBoundariesProtestFutility UnityAmerican DreamGreat Depression | Melancholy ForebodingSinister SombreOminous Menacing Isolation Grotesque Crepuscular Tempest | AntagonistCatharsisCatastropheDenouementFatal FlawHamartiaHubrisNobleProtagonistTragedy |
| **Figurative language:** | Extended metaphorSymbolism | Simile to create atmosphere | Pathetic Fallacy  |
| **Story:** | Engaging openingsCrafting charactersBeginning, middle and end | Narrative hookTension | PeripeteiaAnagnorisis |
| **Argument:** | Ethos, logos, pathos Considering counterarguments | Thesis statement | Parliamentary debate |
| **Patterns:** | Simple sentencesRhetorical questionStage directionsMonologue | Narrative voiceShifts | SoliloquyFlaw |
| **Grammar:** | Modal verbsSubject, verb, objectActive and passive | ColonSemi- colon | Relative pronounRelative clause |
| **Sentences:** | Next stop: rhetorical question?Date, bated breathEpistropheSubordinate clause start | Some; others2 pair sentence + symbol of | Does not; doesDidn’t: just |
| **Skills:** |
| **Speaking and listening** | Group debate | World Book Day individual presentations | Role play  |
| **Writing workshop:*****Term 1-2****Trigger warning for the depiction of racism, including*racist language*, r*acial *slurs and violent imagery.*  | Description Article  | LetterBlog | Speech |