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| **9** | **Unit 1 Global Identities in the past and present** The American Dream | **Unit 2 Telling 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  Tolerance Boundaries Protest Futility  Unity American Dream Great Depression | Melancholy  Foreboding Sinister  Sombre Ominous  Menacing  Isolation  Grotesque  Crepuscular  Tempest | Antagonist  Catharsis  Catastrophe  Denouement  Fatal Flaw  Hamartia  Hubris  Noble  Protagonist  Tragedy |
| **Figurative language:** | Extended metaphor  Symbolism | Simile to create atmosphere | Pathetic Fallacy |
| **Story:** | Engaging openings  Crafting characters Beginning, middle and end | Narrative hook  Tension | Peripeteia  Anagnorisis |
| **Argument:** | Ethos, logos, pathos  Considering counterarguments | Thesis statement | Parliamentary debate |
| **Patterns:** | Simple sentences  Rhetorical question Stage directions  Monologue | Narrative voice  Shifts | Soliloquy  Flaw |
| **Grammar:** | Modal verbs Subject, verb, object  Active and passive | Colon  Semi- colon | Relative pronoun  Relative clause |
| **Sentences:** | Next stop: rhetorical question?  Date, bated breath  Epistrophe  Subordinate clause start | Some; others  2 pair sentence + symbol of | Does not; does  Didn’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 | Letter Blog | Speech |