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| **Our Lady Queen of Peace**Catholic Engineering College | Curriculum Overview |
| **YEAR 9 ENGLISH-The Importance of Context** |

|  | **Knowledge & Understanding** | **Subject Specific Literacy Development** | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites****(Bigger Picture)** | **Components****(Key Concepts)** | **Recall & Retrieval Practice Focus** |  | **Key Vocabulary** |
|  **Term 1** |  **Macbeth**Study a play. | To explore the conventions of a Shakespearean tragedy. Explore how dramatic devices are used to develop character and drive plot. Develop an understanding of Jacobean context. | Links back to The Tempest in yr 7. Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | MasculinityDramatic ironySoliloquyPatriarchyDeceitAmbitionSupernatural  | Part of Britain’s literary heritage.Access to film versions of the play being performed.Develop an understanding of the play within the historical context of the time.  |
| **Term 1** | **Diverse Voices****A study of poetry, short story and non fiction** | To explore a range of texts types and their conventions.To explore a range of contemporary voices.Exploration of narrative perspective and how context can impact.Literature as a tool for change.  | Links back to genre unit in yr 8.Poetry study previous. Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | Marginalised Identity Memoir StructureSubvert Prejudice Tolerance Enjambment  | Exploration of difference.Exposure to lots of different types of texts/voices etc. |
| **Term 2** | The Crucible | Conventions of a play.Context of the time.Exploration of character, theme and mood.Links to writers intentions.Writing about drama. | Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | PersecuteHeathenIdeologyHysteriaContextDramatic IronyAside | Links to modern gender stereotypes and inequality. Links to modern persecution.  |
| **Term 2** | Rhetoric | Explore how writers use persuasionDeconstruct texts, exploring how language and structure are used to effect the reader.Understand the importance of PAFT in language choices. Develop rhetorical writing skills including how to structure an effective argument.  | Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | PathosEthosLogosAnecdote HypophoraHyperboleParallelism  | Links to modern speeches, adverts and articles.Topics rooted in real world.  |
| **Term 3** |  **Dr Jekyll and Mr Hyde****Study of a novella.**  | Exploration of Victorian sensibilities. Exploration of setting as way to create mood.Understanding how historical context can impact culture. | Links back to gothic in yr 8 and Victorian references in yr 7. Links to the duality of man in Macbeth. Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | GothicFin de SiècleGrotesque DualityReputationRepression AntithesisEpistolary Physiognomy Moral | Part of literary heritage  |
| **Term 3** | Writing Unit-Creating Character | Show don’t tell Developing precise ambitious vocabulary to describe character.How to structure descriptions to maintain interest.  | Regular recall of plot, character, theme and key vocabulary through:Do Now activityKnowledge Check UpsPupil questioning |  | MetaphorSimileAppositional phrasesSemantic fieldMoodAmbiguity |  |