

## The English Martyrs Catholic School and Sixth Form College

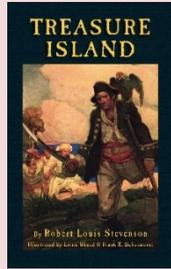
<u>English Year 9</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<b><u>Topic Theme and Intent</u></b>	Students explore the stage adaptation of Malorie Blackman's acclaimed novel, <b>Noughts and Crosses</b> , Students engage with stagecraft, characterisation and the dystopian genre, studying a modern play in preparation for GCSE.	Students study <b>War Literature</b> , through the novel <b>Heroes by Robert Cormier</b> . They produce their own creative writing using ideas from the module as stimulus and engage with the struggles that arise from conflict, in preparation for their GCSE.	Students will study <b>William Shakespeare's Merchant of Venice</b> , focusing on the conventions of Tragedy to prepare them for their English Literature GCSE.
<b><u>Knowledge</u></b>	<ul style="list-style-type: none"> <li>Understanding of the purpose, audience for, and context of the writing and drawing on this knowledge to support comprehension.</li> <li>How language, stagecraft and structure presents meaning.</li> <li>The conventions of dystopian literature and its impact.</li> </ul>	<ul style="list-style-type: none"> <li>The effect of war on a range of people and how literature has conveyed these perspectives.</li> <li>How Literature serves as a powerful outlet for experiences of war.</li> <li>How war filtered into storytelling.</li> <li>A range of poetic conventions.</li> </ul>	<ul style="list-style-type: none"> <li>The established traditions of Tragedy</li> <li>The relevance of 16<sup>th</sup>/17<sup>th</sup> century drama in the 21<sup>st</sup> century.</li> <li>The dramatic structure and impact of the language and stagecraft on the audience.</li> </ul> 
<b><u>Skills</u></b>	Students <b>analyse</b> and <b>evaluate</b> stagecraft and <b>characterisation</b> in the play, understanding how these conventions are used to <b>convey meaning</b> . They discuss the issue of racism and <b>vocalise ideas</b> in a mature and empathetic way.	Students <b>select, summarise</b> and <b>organise</b> information. They <b>analyse</b> the effect of literary conventions, linking context and writers' aims and <b>forming critical analysis</b> . They produce effective creative writing in response.	Students <b>form</b> personal responses to a literary text by <b>making inferences</b> and <b>analysing</b> language choices, using relevant literary terminology to support ideas.
<b><u>Literacy Links</u></b>	<p><b>Reading</b> – a whole play which deals with issues of racism, social hierarchy and prejudice.</p> <p><b>Writing</b> – applying rhetoric to their own compositions.</p> <p><b>Oracy</b> – discussion of genre, theme and their influences on literature. Expressing opinions on social injustices</p>	<p><b>Reading</b> – students respond to Robert Cormier's modern novella, Heroes.</p> <p><b>Writing</b> – analytical and evaluative responses and creative writing.</p> <p><b>Oracy</b> – discussion of political, social, and moral ideas.</p>	<p><b>Reading</b> – Merchant of Venice whole play</p> <p><b>Writing</b> – analytical responses to literature and writing to describe, informed by the play as a stimulus.</p> <p><b>Oracy</b> – performing Shakespearean language, discussion of plot, theme, genre etc.</p>
<b><u>Essential Vocabulary</u></b>	Persecution, subjugation, impoverished, implicit, perspective, intention, persona.	Propaganda, futility, patriotism, narrative, characterisation, plot, suspense, climax.	Elizabethan, Jacobean, renaissance, patriarchal, morality, justice, revenge, tragedy.

**Disciplinary Reading**

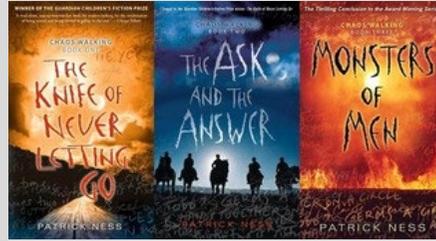
**Reading for Pleasure**

# The English Martyrs Catholic School and Sixth Form College

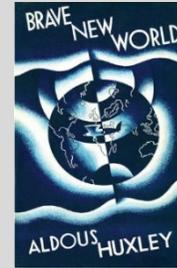
Robert Louis Stevenson – Treasure Island



Patrick Ness – Chaos Walking Trilogy



Aldous Huxley – Brave New World



Angie Thomas – The Hate U Give

