

Year 9 Big Picture – English

Block 1 <i>Punching the Air & Transactional Writing</i>	Block 2 <i>The Crucible</i>	Block 3 <i>Merchant of Venice</i>
<p>Content: Students will study <i>Punching the Air</i> and will learn about key themes such as guilt, injustice, identity (including race and gender), bias and prejudice, all themes which have been previously explored in their study of <i>The Crucible</i>. Students will also be taught context relating to the text (BLM, The Exonerated Five, Bias in today’s society) This will enable students to develop a deeper understanding of the text and understand how this text is relevant. Students will plan, draft and redraft their own pieces of imaginative writing which take a different form (use of verse and a collection of poems) Links to the National Curriculum: This text is a contemporary text which was published in 2020 and draws on themes which are current. It has been selected based on our students’ interests and lived experiences. This text is written in verse and therefore exposes students a to a new form or literature.</p> <p>Alongside this, students will learn to craft a piece of transactional writing in the form of an article based on the themes explored in the novel.</p>	<p>Content: Students will study <i>The Crucible</i> and will learn about key themes such as guilt, injustice, identity (including race and gender), suspicion, and religion. Students will also be taught context relating to two time periods: the 1914 Salem Witch Trials and the 1950 McCarthy Trials. This will enable students to develop a deeper understanding of the text and consider the idea of a text being used as a metaphor for a key event. Links to the National Curriculum: This text is a piece of post 1914 drama which touches on two historical periods.</p>	<p>Content: Students will study <i>Merchant of Venice</i> and will explore key themes such as friendship, love, greed, wealth and revenge. Student will be taught context relating to the rise of the merchant class during the 16th century. They explore how the merchants rise to wealth impacted the class system. Understanding these ideas will help the students understand why Shakespeare is critiquing the merchant class. The students will use this knowledge to better develop their own understanding of the play.</p> <p>Links to the national curriculum: <i>The Merchant of Venice</i> is one of two Shakespeare plays studied in KS3. Students will be able to build on their knowledge of Shakespeare and his writing style. This will increase familiarity and will create a space where they can draw comparisons between <i>The Merchant of Venice</i> and Shakespeare's other work.</p>
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Context • Language • Story • Structure • Grammar <p>Concept components –</p> <p>Social Context Political Context</p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Context • Language • Rhetoric/Argument <p>Concept components -</p> <p>Historical Political Religious Identity and Culture Meaning Extended Metaphor Selecting evidence</p>	<p>-</p> <p>Key Concepts:</p> <p>Story Context Language Structure Argument</p> <p>Concept components -</p> <p>Genre of tragedy Genre of tragicomedy Characterisation Plot</p>

<p>Economic Context Meaning Vocabulary Analysis of Language</p> <p>Transactional:</p> <p>Skills – Punching the Air:</p> <ul style="list-style-type: none"> • To understand the social, political and economic context which influenced the book. • To make links between parts of the text and key contextual information. • To be able to embed context in essays. • To be able to actively read the text for meaning. • To understand what genre, narrative voice and stanza are. • To be able to explain the use of verse and form within the text. • To be able to explain the use of colloquial language within the text. • To be able to select appropriate evidence. • To be able to structure a response which argues a key idea about the text. <p>Transactional Writing:</p> <p>Progress Indicators:</p> <p>Punching the Air Students are able to:</p> <ul style="list-style-type: none"> - Explore different ideas and layers of meaning. - Selecting appropriate evidence. - Analyse/explain/comment on effect of language and structure. - Form a developed/extended/critical response. <p>Transactional Writing: Students are able to:</p>	<p>Structuring a response Tentative Phrasing Skills –</p> <ul style="list-style-type: none"> • To understand the historical, political and religious context of the play in light of both key time periods (1914 and 1950). • To make links between parts of the text and key contextual information. • To be able to embed context in essays. • To be able to actively read the play for meaning. • To understand what an extended metaphor and allegory is. • To be able to explain the use of extended metaphor in the play. • To be able to select appropriate evidence. • To be able to structure a response which argues a key idea about the text. • To be able to use tentative phrasing to create a personal response. <p>Progress Indicators:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> - Make inferences. - Explore different ideas and layers of meaning. - Select appropriate evidence. - Explain the relevance of a text’s context. - Form a developed and critical response to the text. 	<p>Theme Historical and social context (16th century, Shakespeare) Meaning Imagery Symbolism Form (acts, scenes, stage directions, sonnet) Structuring a response Selecting evidence</p> <p>Skills –</p> <ul style="list-style-type: none"> • To identify features of a tragedy and comment on their impact • To identify and comment on how Shakespeare uses characterisation, plot and theme to affect his audience • To use knowledge of context to understand and explore the text and its impact • To understand and independently decipher Shakespeare’s language • To comment on and analyse Shakespeare’s use of language and structure features and their impact, including imagery and symbolism • To be able to identify the features of a play to aid understanding • To select well-chosen evidence and construct a powerful argument in reference to the text <p>Progress Indicators:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> - Make inferences - Select appropriate evidence from text - Explain the relevance of 16th century context - Draw on their knowledge of the merchant class - Form convincing spoken and written responses about the importance of key themes, key characters and/or Shakespeare’s use of language, form and structure - Explore layers of meaning - Structure a complete piece of writing according to features of a plot
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<ul style="list-style-type: none"> - Structure and organise a variety of texts. - Plan, edit and redraft work. - Understand how to write for a specific purpose, audience or text type. - Choose appropriate vocabulary. - Generate interesting and thoughtful ideas. 		<ul style="list-style-type: none"> - Plan, edit and redraft their work
	<p>BT 1 – Theme or character question on The Crucible and Transactional Writing</p>	

Block 4 Identity and Relationships Poetry and Non-Fiction with Transactional Writing	Block 5 The Speckled Band	Block 6 Identity and Relationships Short Stories
<p>Content</p> <p>Exploring identity and relationships with particular focus on gender expectations, cultural heritage, the celebration of race and uniqueness and same sex love through a range of non-fiction and poetry. This unit ensures the aims of the NC will be fulfilled as students will read “a range of non-fiction and contemporary poetry, knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension and knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning”.</p>	<p>Content</p> <p>Students will study Arthur Conan Doyle’s The Speckled Band alongside extracts from other Sherlock Holmes stories. Students will draw on contextual knowledge of the 19th century to explore the genre of detective fiction, identifying and exploring key conventions such as the use of forensic science and ratiocination, the ‘idiot friend’ and the arch-criminal. Through the study of pre-1914 literature, students will gain a deeper knowledge of the literary canon and will establish intertextual links with modern examples of the genre.</p>	<p>Content</p> <p>Students will study an anthology of short stories by a variety of writers linked to the theme of identity and relationships. This unit will cover a range of topics, including status, masculinity, sexuality, race and displacement to further the cultural, emotional, intellectual and social development of our students by exploring a wide range of narrative voices relating to relevant issues.</p>
<p>Key Concepts:</p> <ul style="list-style-type: none"> • Context • Language • Structure • Argument <p>Concept Components and Skills:</p> <p>Meaning Vocabulary Analysis of language Summarising Debate Selecting evidence Structuring a response Form Layout Paragraphs Introductions and conclusions Historical Social Political</p>	<p>Key Concepts:</p> <p>Context Story Language Structure Argument</p> <p>Concept components:</p> <p>Historical and social context (19th century) Genre of detective fiction Protagonists and antagonists Characterisation Plot (exposition, climax) Intertextuality Theme Dialogue Narrative voice Meaning Vocabulary Motif Analysis of language Short story form</p>	<p>Key Concepts:</p> <p>Context Story Language Structure Argument</p> <p>Concept components:</p> <p>Historical and social context (Iraq war) Genre of speculative fiction Protagonists and antagonists Characterisation Plot Intertextuality Theme Dialogue Narrative voice (omniscient narrator) Meaning Vocabulary Symbolism Analysis of language Short story form</p>

<p>Feminism Identity and culture</p> <p>Skills – Active reading Selecting evidence Using evidence Structured argument Summarising Paragraphing Structure Embedding context Exploring effect</p> <p>Progress Indicators: Making inferences Exploring different ideas and layers of meaning Selecting appropriate evidence</p> <ul style="list-style-type: none"> • To be able to Explain the relevance of a text’s context • To be able to Form a developed and/extended/critical response • To be able to Explore how/why a writer’s technique can be effective • To be able to choose appropriate vocabulary • To be able to Use sentences for effect • To Understand how to write for a specific purpose, audience or text type • To be able to Use appropriate spelling and grammar, Generating interesting and thoughtful ideas 	<p>Selecting evidence Embedding evidence Structuring a response Extended analysis</p> <p>Skills-</p> <ul style="list-style-type: none"> - To identify features of detective fiction and comment on their impact - To identify and comment on how Conan Doyle uses characterisation, plot, theme, setting and narrative voice to affect his readers - To use knowledge of context to understand and explore the text and its impact - To be able to explain and accurately use key terminology related to the detective genre - To comment on and analyse the writer’s use of language and structure features and their impact - To be aware of how the short story form is constructed for effect - To select well-chosen evidence and construct a powerful argument in reference to the text <p>Progress Indicators:</p> <ul style="list-style-type: none"> - Make inferences - Select appropriate evidence - Explain the relevance of 19th century context - Form convincing spoken and written responses about the importance of key themes and ideas and/or the writers’ use of language, form and structure - Evaluate the effectiveness of writers’ use of themes, ideas, settings, characterisation and events - Explore how the short story form can be used effectively 	<p>Selecting evidence Embedding evidence Structuring a response Extended analysis</p> <p>Skills-</p> <ul style="list-style-type: none"> - To identify features of speculative fiction and comment on their impact - To identify and comment on how writers use characterisation, plot, theme, setting and narrative voice to affect their readers - To use knowledge of context to understand and explore the text and its impact - To be able to explain and accurately use key terminology related to the genre - To comment on and analyse the writers’ use of language and structure features and their impact - To be aware of how the short story form is constructed for effect - To select well-chosen evidence and construct a powerful argument in reference to the text <p>Progress Indicators:</p> <ul style="list-style-type: none"> - Make inferences - Select appropriate evidence - Explain the relevance of the context of the Iraq war - Form convincing spoken and written responses about the importance of key themes and ideas and/or the writers’ use of language, form and structure - Evaluate the effectiveness of writers’ use of themes, ideas, settings, characterisation and events - Explore how the short story form can be used effectively
<p>UL EOY test – Theme or character question on The Speckled Band and Transactional Writing</p>		

