



		Autumn Term	Spring Term	Summer Term
Year 9  Into the World	Topic Big question / Overview	<p><b>NOVEL: <i>Purple Hibiscus</i></b> The study of: African culture and language Colonialism Role of Catholicism Challenging the ‘single white male voice’ <b>Big idea: students can identify and analyse how cultural and social themes are presented in the novel</b></p> <p><b>CREATIVE WRITING: <i>Setting and conflict</i></b> The study of Freytag’s structure pyramid and its role in building tension and resolving stories <b>Big idea: students can plan and write a conflict section at the climax of a short story</b></p> <p><b>ORACY:</b> speeches on the theme of change  <b>Big idea: students can plan and structure a 3–4-minute speech; talking confidently and listening actively and supportively.</b></p>	<p><b>POETRY – Poetry from Different Cultures</b> The study of the human experience around the world: Traditions and cultures Sensory language and imagery  <b>Big idea: students can use the WHW structure to analyse language, style and form in a poem</b></p> <p><b>DRAMA: <i>The Crucible</i></b> The study of social commentary in drama form Context: Communism, USA 1950s/Salem Witch Trials Performance reading of a Dramatic form Critical appreciation of a recorded performance  <b>Big idea: students can use the WHW structure to answer questions on characterisation and authorial intent</b></p> <p><b>DIVERSE SHORTS</b> Exploring the theme of Power, Freedom and Control in short stories <b>Big idea: students can discuss the presentation of oppression and power</b></p>	<p><b>DRAMA - SHAKESPEARE: <i>Othello</i> or <i>The Merchant of Venice</i></b> The study of a drama text: Representation of ‘other’ Prejudice and its presentation Anti-heroes/tragic heroes The role of the soliloquy  <b>Big idea: students can analyse the presentation of prejudice and tragedy in the drama text</b></p> <p><b>Context: Performance</b> Watch a dramatic interpretation of <i>Othello</i> or <i>The Merchant of Venice</i> <b>Big idea: students can explore how performance adds meaning and interpretation to a drama text</b></p>
	Disciplinary knowledge/skills	<p><b>Novel:</b> expanding WHW analysis paragraphs by sequencing ideas in a number of points <b>Creative writing:</b> writing within a clear structure <b>Speeches:</b> structuring a speech; effective listening</p>	<p><b>Poetry:</b> developing WHW analysis paragraphs with discussion of language, form and style <b>Drama:</b> developing WHW analysis that incorporates context, authorial intent and an appreciation of the dramatic form <b>Diverse Shorts:</b> building empathy and interpretation</p>	<p><b>Shakespeare:</b> exploring the language through performance reading; analysis of Shakespeare’s representation of ‘other’ through language choices and context; learning to be an audience member with quiet focus and critical interpretation</p>
	New vocabulary	<p><b>Novel:</b> zealot, colonial, Catholicism, indigenous, Bildungsroman, repression, dogmatic, orthodox <b>Creative writing:</b> exposition, rising action, climax, falling action, resolution, tension <b>Speeches:</b> counterarguments, opposing idea</p>	<p><b>Poetry:</b> figurative language, sensory language, semantic field, pathetic fallacy <b>Drama:</b> hamartia, catharsis, allusion, anagnorisis, dramatic irony <b>Diverse shorts:</b> injustice, democracy, discrimination</p>	<p><b>Shakespeare:</b> representation, soliloquy, monologue, manipulation, dramatic devices,</p>
	Links to ...	<p>Cultural context in GCSE and A Level Literature Creative writing (Q5) in GCSE English Lang Oral presentations for GCSE English</p>	<p>Poetry anthology and Unseen poetry analysis GCSE Drama texts studied at KS4 and KS5 Incorporating discussion of authorial intent at GCSE and A Level</p>	<p>Study of Shakespeare at GCSE Exploration of character and representation (KS3, KS4, KS5) Writer’s intentions</p>