

Year 9 - English

Curriculum Intent	<p>In Year 9, students strengthen their literary knowledge by engaging with texts from the 19th to the 21st centuries. They begin with <i>The Woman in Black</i>, examining gothic conventions and atmosphere, while learning how language and structure evoke emotion. This informs their own imaginative writing, as they create descriptive writing inspired by the genre.</p> <p>Next, students explore the power of rhetoric through historic and contemporary speeches. They analyse rhetorical devices, tone, and audience impact, then apply these techniques in crafting persuasive, transactional writing of their own.</p> <p>As they progress, students develop comparison skills through the study of unseen poetry. They learn to interpret and evaluate language, structure, and meaning across unfamiliar texts, gaining confidence in analytical and evaluative writing.</p> <p>In the final unit, students read <i>Romeo and Juliet</i>, building on prior Shakespeare study and exploring the Tragedy genre. They investigate character, conflict, and fate within the Elizabethan context, and express their understanding through discussion and written analysis.</p> <p>Throughout the year, grammar, syntax, and rhetorical technique are embedded to support fluency and authenticity in students' writing. Oracy is a central thread, enabling students to articulate ideas and respond with confidence across all strands of study.</p>			
Term	Autumn	Spring		Summer
Scheme	<i>The Woman in Black</i> by Susan Hill	Speeches: Powerful Voices	Unseen Poetry	<i>Romeo and Juliet</i> by Shakespeare
Knowledge	<ul style="list-style-type: none"> Plot, narrative structure and character development in the novel <i>The Woman in Black</i>. Understanding of context surrounding the Edwardian period and how this influenced the novella. A focus on supernatural and the conventions of the gothic genre. 	<ul style="list-style-type: none"> Rhetoric and rhetorical devices. Purpose, audience and format of various texts. Historical context influencing writers through time. Authorial Intent 	<ul style="list-style-type: none"> Poetry devices Language, structure and form Authorial intent 	<ul style="list-style-type: none"> Plot, characterisation and themes Exploring themes Historical and social context surrounding the play Authorial intent
Skills	<ul style="list-style-type: none"> Reading for meaning and inference. Analysis Emulating and crafting writing 	<ul style="list-style-type: none"> Reading for meaning Analysis of devices 	<ul style="list-style-type: none"> Analysis Comparison 	<ul style="list-style-type: none"> Reading for meaning and inference Analysis Exploring a theme
Assessments	<ul style="list-style-type: none"> 1 x MAT analysing devices 1 x MAT exploring a significant theme 2 x MAT writing imaginatively based on the gothic genre 	<ul style="list-style-type: none"> 1 x MAT analysing rhetorical devices 	<ul style="list-style-type: none"> 2 x MAT analysing and comparing poetry 	<ul style="list-style-type: none"> 1 x MAT analysis 1 x MAT exploring a theme 1 x Mastery Recall Test

	<ul style="list-style-type: none"> • 2 x Mastery Recall Tests 	<ul style="list-style-type: none"> • 1 x MAT writing a speech • 1 x Mastery Recall Test 		
Curiosity	<ul style="list-style-type: none"> • Additional Reading: Read another novel within the gothic genre: <i>The Turn of the Screw</i> and compare the novels. 	<ul style="list-style-type: none"> • Research a movement in modern or post-modern society and create an anthology of fiction/non-fiction texts about that movement. 	<ul style="list-style-type: none"> • Read other poems and write a comparison 	<ul style="list-style-type: none"> • Read another Shakespearean tragedy such as <i>Hamlet</i> or <i>Othello</i> and compare the genre conventions with the play studied in class.