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| **Half Term 5: Hamlet**  **Curriculum Overview for English**  **Year 9**  **Substantive Knowledge:**  Creation and Development of Characters  Understanding structure of a text  Understanding application of language techniques  Shakespearean conventions  Presentation of Elizabethan ideas  Gender stereotyping  Understanding meaning and motifs  Tragedy  Elizabethan History  William Shakespeare  **Disciplinary Knowledge:**  Analytical\explanation skills  Character analysis  Structure analysis  Analysing deeper meaning  Expressing a point of view  Reading comprehension  Evaluation  Description  Analysing text  Analysing Language techniques  Analysing character and narrative development  Selecting evidence from texts  SPAG  PETAZEL Writing Method  Identify, Apply, Embed, Expand | Books | Individuals read aloud  Whole-class reading  Echo reading  Group reading  Reading texts to develop a love of reading  Re-reading for comprehension and development  Annotating Texts for Language and Literary Techniques  Carefully selecting evidence from a text  Identifying and analysing Literary and Language techniques  Book recommendation: ‘Richard III’ and ‘Macbeth’ by William Shakespeare. | | | | | | | |
| Speech | Tragedy  Structure  Revenge  heroic  Metaphor  Simile  Madness  Pathetic Fallacy  Motif | | Personification  Quotation  Betrayal  Onomatopoeia  Foreshadowing  Repetition  Usurped  Theme  Loyalty | | Analyse  Corruption  Explain  Expectations  Oppression  Deprivation  Terror  Deception  Grief | | | Characterise  Symbolism  Connotations  Power  Incestuous  Rebellion  Comedy  Wit  Sarcasm |
| Checklist RTL | **Guiding Question 1:**  Explain how Shakespeare presents the character of Hamlet in ‘Hamlet’. | | | **Guiding Question 2:**  Explain how Shakespeare presents the character of Ophelia in ‘Hamlet’. | | **Topic Question:**  **How does Shakespeare present Hamlet’s descent into madness?** | | |
| Home | Weekly homework set to complement the scheme for learning; adding depth and breadth to knowledge learned during lessons. | | | | | | | |
| **Half Term 6: Speak Proud**  **Substantive Knowledge:**  Understanding writer’s intentions  Understanding identity.  Understanding culture.  Understanding historic events.  Applying persuasive language.  Appreciating the culture of others.  Appreciating the perspectives of others.  Forming opinions.  Spoken language.  Understanding counterarguments.  Understanding the impact on audience  Understanding how to compare  Understanding Language techniques  Key Quotations  Understanding meaning  Developing deeper levels of analysis  **Disciplinary Knowledge:**  Evaluation  Analysing deeper meaning  Annotating and analysing symbolism  Understanding the art of rhetoric  Applying IMAGINE when writing persuasively.  Analysing Language techniques  Exploring Deeper meanings  Selecting evidence from texts  SPAG  PETAZEL Writing Method  Identify, Apply, Embed, Expand | Books | Individuals read aloud  Whole-class reading  Echo reading  Group reading  Reading texts to develop a love of reading  Re-reading for comprehension and development  Annotating Texts for Language and Literary Techniques  Identifying and analysing Literary and Language techniques  Carefully selecting evidence from a text  Book recommendation: ‘The Diary of a Young Girl’ by Anne Frank | | | | | | | |
| Speech | Rhetoric  Ethos  Pathos  Logos  Opinion  Understanding  Perspectives  Anecdotes  Compare  Juxtaposition | Imagery  Metaphor  Culture  Identity  Alliteration  Sibilance  Parenthesis  Triplet  Collective nouns  Symbolism | | | Simile  Personification  Hyperbole  Juxtaposition  Adjective  Symbolism  Connotations  Plosive words  Sibilance  Ambiguity | | Emotive Language  Theme  Assonance  Onomatopoeia  Pathetic Fallacy  Antithesis  Trustworthy  Knowledgeable  Plosive words  Themes | |
| Checklist RTL | **Guiding Question 1:**  To what extent do you agree? | | | **Guiding Question 2:**  Compare how the writers present their views. | | **Topic Question:**  **Speech writing and performing.** | | |
| Home | Weekly homework set to complement the scheme for learning; adding depth and breadth to knowledge learned during lessons. | | | | | | | |