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| **Half Term 5: Hamlet****Curriculum Overview for English****Year 9****Substantive Knowledge:**Creation and Development of CharactersUnderstanding structure of a textUnderstanding application of language techniquesShakespearean conventionsPresentation of Elizabethan ideasGender stereotypingUnderstanding meaning and motifsTragedyElizabethan HistoryWilliam Shakespeare**Disciplinary Knowledge:**Analytical\explanation skillsCharacter analysisStructure analysisAnalysing deeper meaningExpressing a point of viewReading comprehensionEvaluationDescription Analysing textAnalysing Language techniquesAnalysing character and narrative developmentSelecting evidence from textsSPAGPETAZEL Writing MethodIdentify, Apply, Embed, Expand | Books | Individuals read aloud Whole-class readingEcho readingGroup readingReading texts to develop a love of readingRe-reading for comprehension and developmentAnnotating Texts for Language and Literary TechniquesCarefully selecting evidence from a textIdentifying and analysing Literary and Language techniquesBook recommendation: ‘Richard III’ and ‘Macbeth’ by William Shakespeare. |
| Speech | TragedyStructureRevengeheroicMetaphorSimileMadnessPathetic FallacyMotif | PersonificationQuotationBetrayalOnomatopoeiaForeshadowingRepetitionUsurpedThemeLoyalty | AnalyseCorruptionExplainExpectationsOppressionDeprivationTerrorDeceptionGrief | CharacteriseSymbolismConnotationsPowerIncestuousRebellionComedyWitSarcasm |
| 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 intentionsUnderstanding 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 audienceUnderstanding how to compareUnderstanding Language techniquesKey QuotationsUnderstanding meaningDeveloping deeper levels of analysis**Disciplinary Knowledge:**EvaluationAnalysing deeper meaningAnnotating and analysing symbolism Understanding the art of rhetoricApplying IMAGINE when writing persuasively.Analysing Language techniquesExploring Deeper meaningsSelecting evidence from textsSPAGPETAZEL Writing MethodIdentify, Apply, Embed, Expand | Books | Individuals read aloud Whole-class readingEcho readingGroup readingReading texts to develop a love of readingRe-reading for comprehension and developmentAnnotating Texts for Language and Literary TechniquesIdentifying and analysing Literary and Language techniquesCarefully selecting evidence from a textBook recommendation: ‘The Diary of a Young Girl’ by Anne Frank |
| Speech | RhetoricEthosPathosLogosOpinionUnderstandingPerspectivesAnecdotesCompareJuxtaposition | ImageryMetaphorCultureIdentity AlliterationSibilanceParenthesisTripletCollective nounsSymbolism | SimilePersonificationHyperboleJuxtapositionAdjectiveSymbolismConnotationsPlosive wordsSibilanceAmbiguity | Emotive LanguageThemeAssonanceOnomatopoeia Pathetic FallacyAntithesisTrustworthyKnowledgeablePlosive wordsThemes |
| 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. |