

# Year 9

Continuing the approach that “it is a quest of literature throughout the ages to describe the human condition”, Year 9 students study how writers explore human conflicts and internal struggles through both fictional and non-fictional mediums. They develop higher-level reading skills such as what it means to ‘examine’ what writers do and to begin to ‘evaluate’ intentions by forming their own opinions. They also sharpen their comparison skills, with a focus on perspectives. In their own writing, students will become confident in establishing narrative voice, building worlds and sharpening their technical accuracy. They will also learn how to use rhetoric effectively, developing their own voice and opinions in written and spoken form.

		Scheme 1 (9 weeks) Lord of the Flies	Scheme 2 (4 weeks) Dystopian Fiction	Scheme 3 (6 weeks) Poetry: Tensions and Struggles	Scheme 4 (6 weeks) Rhetoric in Speeches: Changes & Resolutions	Scheme 5 (6 weeks) Victorian Crime: Crime in fiction (contexts)	Scheme 6 (7 weeks) Shakespeare: Macbeth	
Human Conflict	KNOWLEDGE	<p><u>Core</u> Symbolism and metaphor Juxtaposition (of character, character to setting) Microcosm</p> <p><u>Themes/Concepts</u> Human nature – questions of morality and civilisation Innate savagery Spirituality and religion Weakness and strength Post-war contexts</p>	<p><u>Core</u> Introduction to ‘evaluation’ Genre and sub-genre Narrative extracts Slow reveals Dystopian settings (various) Dystopian conventions Foregrounding for effect</p> <p><u>Themes/Concepts</u> Links to Science Fiction Tyranny and fear Lack of freedom Text as mirror of reality Impact of war on literary trends Apocalyptic literature Post-war, environmental, political dystopias.</p>	<p><u>Core</u> Poetic devices (Imagery, language, structure) – stanzas, rhythm, rhyme, caesura, enjambment – metaphorical language – key imagery – the senses. Language methods – alliteration, onomatopoeia. Importance of poetry in reflecting key ideas / events Argument writing Creative writing</p> <p><u>Themes/Concepts</u> War and conflict over time War and division Human rights Perspectives on war/conflict The aftermath of war/conflict World War I (famous poets – cultural heritage) Civil rights movement Modern conflict</p>	<p><u>Core</u> Comparison of perspective Subtleties between ‘viewpoint’ and ‘perspective’ Difference in format of articles, letters and speeches Understanding Aristotle’s Ethos, Logos, Pathos Use of rhetoric and propaganda The effect of audience on the writer/speaker</p> <p><u>Themes/Concepts</u> Understanding historical reasons for conflict – how society justifies. Resolutions to conflict Morals and ethics The power of debate How knowledge empowers</p>	<p><u>Core</u> Developing knowledge of genre and sub-genre. Crime in Dickens Penny Dreadfuls The rise of detective fiction Introduction to Sir Arthur Conan Doyle and Sherlock Holmes</p> <p><u>Themes/Concepts</u> Victorian morality Victorian fears – concerns about decadence, moral decline and degeneration. The creation of the police force – depictions on detective fiction Understanding sub-genres: the effect of the ‘Gothic’ in Victorian literature; ‘Adventure’ in detective fiction – heroes, villains, and quests.</p>	<p><u>Core</u> Aristotle’s Tragic Hero – classical links Tragedy – 5-Act structure Character development in this structure Introducing motifs – water, blood, light &amp; dark Terms: Hubris, hamartia, peripeteia, anagnorisis, catharsis</p> <p><u>Themes/Concepts</u> Jacobean contexts – politics and religion. Key themes: Kingship, Power, Ambition, Violence, Supernatural, Masculinity, Appearances vs. reality, nature and the unnatural Ideas of consequences Internal and external struggles – honour and dishonour.</p>	
	SKILLS	Reading	<p><u>Reading</u> Understanding what ‘examining methods’ means Beginning to ‘examine’ methods using ‘what, how, why’ processes. Analysing character, symbolism, and the idea of microcosm.</p>	<p><u>Reading</u> Examining structural effects – engaging structures Understanding foregrounded language to generate unsettling moods Identifying main images/impressions Beginning to <u>evaluate</u> opinions</p>	<p><u>Reading</u> Link methods to meaning Comparative skills - Comparisons between poems (themes and devices) Focusing on ‘main image’ and ‘main impressions’ What, how, why – focusing on the skill of ‘examining’ meanings across two texts.</p>	<p><u>Reading</u> Understanding tone and voice Understanding rhetoric. ‘Examining’ the use of rhetorical techniques Comparing attitudes to conflict Written analysis – using what, how, why when comparing perspectives and attitudes.</p>	<p><u>Reading</u> Enjoying poetic language and sounds Analysing the language of extended metaphors – ‘how’ writers shape images Commenting on the effectiveness of poetic structures</p>	<p><u>Reading</u> Structure of Tragic Hero model – character development. <b>Examination</b> of character (Macbeth and Lady Macbeth) – voice, imagery/description, structural, contrasts (to self &amp; to others), thematic/symbolic. Understanding of motif. <u>Arguments</u> in essays.</p>
		Writing	<p><u>Writing</u> Writing to subvert conventions of the adventure genre. Describing settings and moments of conflict from contrasting narrative perspectives - establishing their ‘main image/impression’. Including flashback to draw contrast between present/past <u>Oracy</u> Structured academic debate: savagery versus civilisation.</p>	<p><u>Writing</u> World building - pseudo-utopia Applying theory of omission &amp; limited narrative perspective. Withholding information and embedding hints to build an unsettling tone. Using structure to slowly reveal the dystopian genre.</p> <p><u>Oracy</u> Extension of structured academic debate: propaganda.</p>	<p><u>Writing</u> Writing a leaflet to deliver a convincing viewpoint and using rhetoric to influence. Developing use of pathos through sensory language. Connecting counter-arguments and using discourse markers to develop and build an argument</p> <p><u>Oracy</u> Re-call how to use tone/voice for performance.</p>	<p><u>Writing</u> Speech writing - expressing an argument using rhetoric to affect an audience. Establishing an influential ‘voice’ in written format. Cohesive links: flashbacks. Varying use of punctuation and grammatical structures for successful delivery. <u>Oracy</u> Structured academic debate: cultural landscapes of speeches</p>	<p><u>Writing</u> Re-creation: mimicking narrative style of detective fiction. Attention to details and slow reveal of crime. Develop engaging narrative voice for protagonist and introduce/ establish character foils. Shaping dialogue – technical accuracy to support tone. <u>Oracy</u> Structured academic debate.</p>	<p><u>Writing</u> Essay writing skills. Establishing a thesis and central argument. Developing ability to build this through relevant ideas. Cohesive links: connecting ideas to the question, central argument and each other.</p>