



Year 9 – English - Summer Term 1st Half

Unit of work: Shakespeare - Much Ado specific		Timing: 9/10 weeks 30-35 lessons	<ul style="list-style-type: none"> ● Literacy foci: ● Utterance forms ● Developing sentence types
Outline of unit: <ul style="list-style-type: none"> ● To read and study the play (Much Ado about Nothing) ● Preparation for GCSE ● To develop understanding of context and textual detail ● To analyse extracts for language structure and form and relate to whole play ● To see play in performance through use of film versions and or trip to theatre (if a production is available) <p>Use a range of resources and activities All major resources on ppt any word or pdf docs will be in the folder in the shared area. NB: with HW at teacher's discretion add in questions for scenes /acts depending on where you are and differentiate according to needs</p>		Core knowledge: knowledge: <ul style="list-style-type: none"> ● Understanding of comedic conventions ● Social / historical / literary context ● Language structure and form ● Audience response ● Dramatic devices 	
Core vocabulary: poetry, prose, iambic pentameter, villain, hero, protagonist, alliteration, metaphor, simile, imagery, exaggeration, genre Challenge vocabulary: semantic field, radical, woo, juxtaposition, deception, hyperbole, monosyllabic, arrogance		Core skills: <ul style="list-style-type: none"> ● Analysis of language, form and structure ● Analysis of audience response ● Ability to link to context ● Use of key quotes ● Closed text writing ● Presentation skills ● Learning quotes ● Use of critical language ● Structured coherent writing with topic sentences 	
Homework:		Assessment:	
Write about your own experience of attending the Elizabethan theatre:	Support: A diary entry of either a rich or poor <u>audience member</u> Core: As one of the actors performing Challenge: As an early <u>theatre critic</u>	exam style essay on the Shakespeare text (using extract as a starting point) Reading: using apt extract as starting point: <ul style="list-style-type: none"> ● How is Hero/Beatrice presented in this extract (eg; Act4.1 Leonato's rage against Hero) ● How are women presented in the play as a whole 	
Core Watch a film or TV Rom Com write the title and list the features /conventions of Comedy it follows	Challenge Watch a film or TV Rom Com write the title and list the features/conventions of Comedy it follows and explain why you think it is such a timeless genre		
Core Write a diary as one of the main characters at the end of the act	Challenge Write a character analysis of one of the main characters at the end of an act		
Core Research attitudes to women in Shakespeare's time and create a poster for KS3 display informing and explaining the topic	Challenge Research attitudes to women in Shakespeare's time and create a poster for KS3 display informing and explaining the topic and annotate it	Core Choose a different character from last time and find 5 quotes which reflect their character Learn quotes	Challenge Find a different character choose five quotes and analyse how the language & devices reflect the character Learn quotes



Year 9 – English - Summer Term 2nd Half

Unit of work: Shakespeare - The Merchant of Venice		Timing: 8 weeks 28+ lessons	Literacy foci: <ul style="list-style-type: none"> • Utterance forms • Developing sentence types
Outline of unit: To read and study the play (The Merchant of Venice) Preparation for GCSE To develop understanding of context and textual detail To analyse extracts for language structure and form and relate to whole play To see play in performance through use of film versions and or trip to theatre (if a production is available)		Core knowledge: knowledge: <ul style="list-style-type: none"> • Social / historical / literary context • Language structure and form • Audience response • Dramatic devices 	
Core vocabulary: poetry, prose, blank verse, iambic pentameter, villain, hero, protagonist, alliteration, metaphor, simile, imagery, exaggeration, genre, personification, stereotype, anti-Semitism, aside Challenge vocabulary: semantic field, radical, woo, juxtaposition, deception, hyperbole, monosyllabic, arrogance, verbal repartee		Core skills: <ul style="list-style-type: none"> • Analysis of language, form and structure • Analysis of audience response • Ability to link to context • Use of key quotes • Closed text writing • Presentation skills • Learning quotes • Use of critical language • Structured coherent writing with topic sentences 	
Homework:		Assessments:	
Core: Plot Flow Chart (First 3 acts)	Challenge: Plot Flow Chart (Whole play)	GCSE exam style essay on the Shakespeare text (using extract as a starting point) Reading: using apt extract as starting point: <ul style="list-style-type: none"> • How is Shylock presented in this extract • How Shylock presented in the play as a whole 	
Core: Research attitudes to Jews in Shakespeare's time and create a poster for KS3 display informing and explaining the topic	Challenge: Research attitudes to Jews in Shakespeare's time and create a poster for KS3 display informing and explaining the topic		
Core: Learn Act 1-3 quotes (at least 5)	Challenge: Learn Act 1-3 quotes (at least 10)		
Core: Learn Act 1-3 quotes (at least 5)	Challenge: Learn Act 1-3 quotes (at least 10)		
Core: Learn at least two pieces of contextual information.	Challenge: Learn at least four pieces of contextual information.		
Core: Write one more paragraph of your story about the sinking of Antonio's ship, focussing on the use of pathetic fallacy and personification.	Challenge: Finish off your story about the sinking of Antonio's ship, focussing on the use of pathetic fallacy and personification.		
Core: Create a six part comic strip, summarising what happens in Act 4:1.	Challenge: Create an eight part comic strip, summarising what happens in Act 4:1.		



Year 9 – English - Summer Term

Unit of work: Spoken Language Unit: Speeches and presentations (GCSE NEA)		Timing: Summer term	Literacy foci: <ul style="list-style-type: none"> ● Brackets, hyphens and dashes ● Tone and register
Outline of unit: Introduction to Speech writing Read and study several speeches Learning how to craft and structure effective speeches. All resources on the PowerPoint SoW.		Core knowledge: <ul style="list-style-type: none"> ● Context for each speech ● The effect of speeches ● Rhetorical features of speeches ● Why we use speeches? ● The elements of a speech 	
Vocabulary :		Core skills: <ul style="list-style-type: none"> ● Analysis of rhetorical features ● Crafting speeches ● Using language for effect ● Structure ● Drafting and proof reading ● Summary ● Public speaking 	
Speech	Surrender	Totalitarian	
Believe	Abolish	Prevalently	
Children	Impressive	Audacity	
Wisdom	Fatigue	Irrational	
Slavery	Exhibit	Righteousness	
Racism	Satisfied	Incredulous	
Sexism	Political	Wondrously	
Justice	Depleted	Adversity	
freedom	certainty	Segregation	
		Utopian	
Homework:		Assessments:	
Core: Write 5 Active sentences	Challenge: Create 5 Passive sentences using the active sentences you have written in your book.	Speaking & Listening: <i>Deliver your best speech to the class. Q and A session about your chosen topic.</i> Recorded in front of the class for GCSE Spoken Language module	
Core: Learn all the persuasive devices used in speeches	Challenge: Learn all the persuasive devices used in speeches and why they are used		
Core: Find an inspirational speech from someone you admire	Challenge: Find an inspirational speech from someone before 1945		
Core: Find something put about the Woman you have been given to research	Challenge: Create a fact sheet about the Woman you have been given to research		
Core : Design a poster to remember persuasive devices.	Challenge: create a rhyme/rap to remember persuasive devices		
Core: Start researching your chosen topic and think why you want to persuade people to agree with you	Challenge: Start researching your chosen topic and think about both sides of the argument		