

## Year 9

Subject and Year Group	Autumn Year 9	Autumn 2 Year 9	Spring 1 Year 9	Spring 2 Year 9	Summer 1 Year 9	Summer 2 Year 9
<b>Topic/Unit to be studied</b>	Media representation of the marginalised and oppressed  A Christmas Carol		Powerful voices  The Merchant of Venice		Jekyll and Hyde	
<b>Core Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Language and structure of the media (across multiple platforms)</li> <li>Representation of wealth and poverty</li> <li>Understanding that reader goes beyond words on a page to media platforms</li> </ul> <p>VOCABULARY: mise en scene, encode, decode, audience positioning, stereotyping, representation</p> <ul style="list-style-type: none"> <li>Historical context the poor in the Victorian era, the poor law, crime and punishment, the workhouse</li> <li>Sourcing evidence to support essay writing</li> <li>Language and structure of a historical novel and play</li> <li>Creative writing – narrate</li> <li>Spelling, punctuation and grammatical accuracy</li> </ul> <p>VOCABULARY: miser, gothic, protagonist, redemption</p>		<ul style="list-style-type: none"> <li>A range of contexts pertinent to the poems/ songs studied</li> <li>Sourcing evidence to support essay writing</li> <li>Diverse voices discussing topical issues</li> </ul> <p>VOCABULARY: rhyme, rhythm, figurative language, prejudice, marginalised, stereotypes</p> <ul style="list-style-type: none"> <li>Historical context, especially on the attitudes towards Jews in the Elizabethan era</li> <li>Adaptation of 'Hath a Jew eyes' speech</li> <li>Oracy skills</li> <li>Spelling, punctuation and grammatical accuracy</li> </ul> <p>VOCABULARY: antisemitic, ghetto, marginalised, stereotyped, prejudice</p>		<ul style="list-style-type: none"> <li>Context – science, Darwin, industrial revolution, religion</li> <li>Understanding plot and characters</li> <li>Mapping of clues</li> <li>Understanding of the mystery form</li> <li>Spelling, punctuation and grammatical accuracy</li> </ul> <p>VOCABULARY: gothic, apeism, duality of man, phrenology, reputation, respectability</p>	

<b>Assessments</b>	<p>Media representation</p> <ul style="list-style-type: none"> <li>• Representation of wealth</li> <li>• Reading assessment</li> <li>• Persuasive speech to launch a new concept for a TV show bringing together people from different backgrounds.</li> </ul> <p>A Christmas Carol</p> <ul style="list-style-type: none"> <li>• Persuasive writing which character has the most influence on Scrooge</li> <li>• Analysis of extract from final stave</li> </ul>	<p>Powerful voices</p> <ul style="list-style-type: none"> <li>• Comparison of the treatment of a theme in two poems.</li> <li>• Produce a protest song.</li> </ul> <p>Merchant of Venice</p> <ul style="list-style-type: none"> <li>• Write and perform a 21<sup>st</sup> century version of the 'Hath a Jew not eyes...' speech.</li> <li>• Essay: Shylock: villain or victim?</li> </ul>	<p>Jekyll and Hyde</p> <ul style="list-style-type: none"> <li>• Powerful knowledge quiz on context</li> <li>• Powerful knowledge quiz on characters and themes</li> </ul> <p>End of year assessment – Lemn Sissay</p>
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#### Useful Links

Find out about Charles Dickens and his life here: <https://www.abc.net.au/btn/classroom/charles-dickens/12317066>

Download and read A Christmas Carol here: <https://www.dickensfellowship.org/index.php/read/life-of-dickens/fiction-writer>

Explore what makes a poem here: <https://www.youtube.com/watch?v=JwhouCNq-Fc>

Check your knowledge of The Merchant of Venice here: <https://www.bbc.co.uk/bitesize/topics/zywqtfr>

Enhance your knowledge of Animal Farm here: <https://www.sparknotes.com/lit/animalfarm/summary/>