

Year 9 Literature	How are different types of power presented in Literature? How much power is too much?		Summer GCSE English Literature
	Autumn	Spring	
Texts	Genre Study: Science Fiction <ul style="list-style-type: none"> • <i>Frankenstein</i> • <i>The Island of Dr Moreau</i> • <i>There will be Soft Rains</i> 	Shakespeare: <i>Romeo and Juliet</i> (student as reader)	Poetry <i>Unseen poetry</i> <i>Love and Relationships anthology (family poems only)</i>
Context	How is power presented in science fiction? How is literature used to explore the boundaries of human power?	How is power presented in <i>Romeo and Juliet</i> ? Have attitudes to power changed between Shakespeare's time and our own?	What ideas and attitudes are being explored in the poems? What messages are the writers trying to convey?
Form	Know and identify: <ul style="list-style-type: none"> • Generic conventions of science fiction 	Know and identify: <ul style="list-style-type: none"> • Conventions of tragedy in <i>Romeo and Juliet</i> 	AQA English Literature assessment objectives: <ul style="list-style-type: none"> • AO1: Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> ○ maintain a critical style and develop an informed personal response ○ use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written.
Language	Explain effects created by: <ul style="list-style-type: none"> • Unreliable narrator • Absence of character(s) • Personification • Sensory imagery 	Know and recall: <ul style="list-style-type: none"> • Characters • Plot • Themes Explain effects created by: <ul style="list-style-type: none"> • Character as a device (foils) • Character change • Motifs • Semantic field(s) 	
Structure	Explain effects created by: <ul style="list-style-type: none"> • Epistolary structure • Setting • Narrative voice/perspective 	Define and identify: <ul style="list-style-type: none"> • Prologue Explain effects created by: <ul style="list-style-type: none"> • Dramatic irony • Soliloquy • Sequence of ideas 	
Key Skills	<ul style="list-style-type: none"> • Extracting explicit and implicit information • Making inferences/drawing conclusions • Annotating a text • Identifying writers' methods 	<ul style="list-style-type: none"> • Extracting explicit and implicit information • Making inferences/drawing conclusions • Identifying writers' methods • Annotating a text 	

	<ul style="list-style-type: none"> • Making references/selecting quotations • Explaining effects of language/methods 	<ul style="list-style-type: none"> • Making references/selecting quotations • Explaining effects of language/methods 	
Analytical Writing	<p>WHAT Is the writer telling us about..? Does the writer want us to think or feel about..?</p> <p>HOW Is it shown in the text? Do words and phrases show this? Does the writer use (methods)..?</p> <p>WHY Has the writer used this method? Has the writer presented it in this way?</p>	<ul style="list-style-type: none"> • Consolidate WHAT/HOW/WHY paragraphs • Creating a thesis/argument • Writing an introduction 	
Key Subject Vocabulary	<p>Narrative Extract/whole text Writer Reader Focus Embedded quotation Effect Connotation(s) Tentative phrasing Essay Argument/thesis Introduction Connectives Conclusion</p>	<p>Play Playwright Audience Scene Extract Embedded quotation Effect Connotation(s) Essay Argument/thesis Introduction Connectives Conclusion</p>	
Assessment	<ul style="list-style-type: none"> • Half-term vocab/knowledge recall test • End of term vocab/knowledge/skills test (F/IoDM/TwbSR) 	<ul style="list-style-type: none"> • Half-term vocab/knowledge recall test • End of term vocab/knowledge/skills test (F/IoDM/TwbSR/R&J) 	End of KS core exams: Vocab/knowledge/skills test for all topics/texts covered throughout KS3.
Independent Learning	<p>Flipped learning immersion: Shakespeare's World Independent reading: 60 minutes per f/night MS Forms: Effects of narrative methods and structure (e.g. trap door, true/false etc.)</p>	<p>Flipped learning immersion: Armitage, Causley and Day-Lewis Independent reading: 60 minutes per f/night MS Forms: Effects of dramatic methods and structure (e.g. trap door, true/false etc.)</p>	<p>Independent reading: 60 minutes per f/night. Seneca Learning: Anthology poetry text revision and recall tasks</p>
Cultural Capital	<ul style="list-style-type: none"> • Raising aspirations trip (Bham Uni)? 	<ul style="list-style-type: none"> • <i>Romeo and Juliet Abridged</i> – RSC production 	

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| | <ul style="list-style-type: none">• Jobs with Words? | | |
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