Programme of study for Year 9 Literature

Autumn (1st term and 2nd term)	Spring (1st term and 2nd Term)	Summer (1st term and 2nd term)
From: September **To:** December	**From:** January **To:** April	**From**: April **To**: July
Topic: Science Fiction – AI Technology **Texts:** **Novel** • *Every Line of You* – Naomi Gibson	**Topic:** Drama – Tragedy **Texts** **Play** • *Romeo & Juliet* – William Shakespeare	**Topic:** Exploration of Human Emotions **Texts** **Poetry** • A range of unseen poetry including Power & Conflict poems (treated as unseen, to pre-read for Y10)
Skills (students should be able to do): • To understand the conventions of the sci-fi genre and how it relates and expresses some of the fears felt by modern society. • To analyse the use of narrative hooks and flashback. • To analyse turning points and character development. • To explore the themes of power, ambition, responsibility, injustice and privilege, loneliness and isolation. • To evaluate the necessity for privacy and consent. • To use psychoanalytical theory to explain a character's behaviour and development.	**Skills (students should be able to do):** • To explore themes relating to the tragedy genre in preparation for their study of 'Macbeth' in Year 10. • To introduce key vocabulary, concepts and terminology. • To analyse structural features including character development. • To connect ideas in the text to wider historical context to develop and enhance responses. • To develop oracy skills through class presentations.	**Skills (students should be able to do):** • To develop students' skills to unpick and analyse unseen poetry through Reciprocal Reading pedagogy. • Each of the four: prediction, questioning, clarifying and summarizing should be modelled and talked through aloud by teachers so students can see how teachers are implementing these skills. The ppts should ensure that teachers do this. • To explore themes relating to exploration of human emotions, developing students' empathy skills.

		• To analyse language and structure within poetry. • To identify and discuss the poets' agendas.
Key Learning Outcomes (students should know): • To explore themes relating to the science fiction genre in preparation for their study of Frankenstein in year 10. • To introduce key vocabulary, concepts and terminology. • To analyse structural shifts and character development. • To connect the ideas in the text to wider contemporary issues and concerns. • To understand the author's agenda and read the text as a piece of social commentary.	Key Learning Outcomes (students should know): • To understand the conventions of tragedy as a dramatic genre. • To analyse the use of writer's methods in a dramatic script. • To understand new key writer's techniques, such as the use of foil characters and hyperbole. • To develop understanding of religion, morality and gender roles in Elizabethan England.	Key Learning Outcomes (students should know): • To use key oracy skills, such as prediction and questioning, to understand and explore an unseen poem. • To identify and analyse patterns within poems. • To analyse quotations in context, not in isolation. • To independently write individual responses to questions about unseen poetry. • To use reinforcing quotations to support their analysis. • To analyse the use of voice in a poem and what it reveals about human emotions. • To dramatize a section of a poem. • To use the three-step analysis method to improve analysis. • To understand how to identify meaningful differences between poems.

End of term 1 assessment to cover:	End of term 2 assessment to cover:	End of year assessment to cover:
• Character analysis	• Language analysis	• Analytical essay on an unseen poem.

Building understanding: Rationale / breakdown for your sequence of lessons:

Year 9 begins with students studying *Every Line of You*, a science fictions text which links to modern anxieties around the development of AI technology – a topic which students would be familiar with from social media and public news, increasing their contextual understanding. *Every Line of You* focuses on the themes of ambition, dangerous knowledge, scientific responsibility, loneliness and isolation, power, privilege and injustice – key themes which directly link to GCSE Literature, especially *Jekyll & Hyde and Animal Farm*. Students will engage with psychoanalytical theory to explain a character's behaviour, as well as recall the Nature vs Nurture debate to link it with the Blank Slate Theory. This will challenge students to explore more complex ideas about human development.

In the Spring term, students will study Tragedy as a dramatic genre, with focus on *Romeo and Juliet* from Shakespeare. This unit will link and develop prior knowledge of Shakespeare gained in years 7 and 8, bridging the gap between KS3 and 4 in preparation for the study of *Macbeth*. The text will allow learners to link issues such as arranged marriage (explored through *A Midsummer Night's Dream* in Year 8) to a more developed understanding of gender roles in Elizabethan England, as portrayed by Shakespeare. Students will engage with the classic tragic tropes of Fate vs Free will and the transgression of boundaries, which prepares them for analysis later at GCSE level. The unit will further benefit students' cultural capital through the introduction of common Italian traditions from the Elizabethan era, as well as enriching their general knowledge, since Romeo & Juliet is a commonly referenced text in modern media. All students will be challenged to explore the psychological impact of cultural norms on individuals and their behaviour, linking to a critical reading of the text.

Finally, students will conclude the year with a unit on unseen poetry which will challenge their oracy skills as well as develop their analysis. Students will become more independent thinkers through the skills of Reciprocal reading – they will predict, question, clarify and summarise. Through a range of poems, students will need to visualise and empathise to explore themes surrounding the communication of human emotions. Through the strategy of Talk Tactics, all learners will develop their own interpretations of the poems they read, which will prepare them for the interleaved GCSE units at KS4. To reinforce and advance their analytical skills, students will be taught the three-step method and how it can be used to add depth and clarity to written analysis, which would then be shown through a written essay on an unseen poem. Communication skills and confidence in public speaking will be trained through dramatization tasks, which will aid in their understanding of poetry not just as written text but also as a form of expression.

Reading / literacy:

- Reading of a variety of textual media – novel, drama and poetry
- Discussion-based activities
- Retrieval of information
- Introduction of new vocabulary
- Development of oracy skills
- Reciprocal Reading
- Talk Tactics

Numeracy:

- Numbered scales to discuss key ideas
- Timeline to plot a key theme throughout the text
- Venn diagram for comparisons
- Ranking of interpretations
- Summarising information using a word count

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Jack Petchey
Debate Club
Spelling Bee
Romeo and Juliet Theatre Trip