

EMMANUEL COLLEGE
THE ENGLISH DEPARTMENT

Year 9



Year 9	Autumn Term	Spring Term
Unit Title	<i>To Kill a Mockingbird</i> or <i>Of Mice and Men</i>	Opinions and Viewpoints (Media)
Key Question(s)?	How does literature encourage help and encourage positive change in society?	How is language used to represent viewpoints and opinions?
Threshold Concepts	<p><i>Of Mice and Men</i> and <i>To Kill a Mockingbird</i> are set in the 1930s. There is a history of racism during this time period. The novels were set close to the Great Depression in America. There was less equality between men and women and women still had fewer rights in society.</p> <p>In <i>Of Mice and Men</i> the two protagonists, George and Lennie, are itinerant farm workers who have to travel from farm to farm to find work.</p> <p>In <i>To Kill a Mockingbird</i>, there is tension in the Deep South of America because of the relatively recent abolition of slaves. There was also some residual anger at this time after the civil war and an increase in poverty.</p> <p>Both writers explore prejudice including how racism was prevalent during this time period and how different kinds of prejudice can affect minority groups, such as sexism and elitism.</p>	<p>The first newspaper in England is believed to be <i>Berrow's Worcester Journal</i>. Newspapers can be categorised into national, regional and local editions. <i>Metro</i>, a free newspaper for commuters, was first published in Britain in 1999.</p> <p>Newspapers include news articles, feature articles, editorials, columns and opinion pieces.</p> <p>A blog is a regularly updated website or web page, typically run by an individual or small group, that is written in an informal or conversational style. There are differences between a range of non-fiction texts including newspapers vs. magazine articles, letters, speeches and blogs, focusing on GAPS – genre, audience, purpose and style.</p> <p>Sensationalism is the use of language to make news stories seem more exciting than they really are in order to increase readership figures.</p> <p>Bias is the use of language to present an unbalanced, subjective or unfair opinion.</p>
Link to Prior Learning	The study of context is a prevalent focus threaded throughout Key Stage 3 – also suitably taking the fore in this prose unit. Both texts afford students an insight into the social and historical relevance of time, place and social attitudes. The nature of themes covered present challenge, supportively nurturing empathetic and considered interpretations. The study of language and structure, aligning to the features of narrative studied in the lower years, provide greater depth with implicit meanings. This unit relies on students connecting with the writer's craft to gain insight of the nuances that form authorial intention and effect.	The study of non-fiction is essential to ensure students are acquainted with varied style, form and purpose. The wider reaching element of embracing texts belonging to different genres, intended for different audiences, broadens understanding of how language is essential for clarity and communication. In turn, modelled use of language and structure fronted by various forms serves to support students in their own writing, developing confidence to both analyse and adopt devices for impact and effect.

	Summer, Half-Term 1	Summer, Half-Term 2
Unit Title	Unseen Poetry	Power and Conflict Poetry (GCSE)
Key Question(s)?	How do poets use language, poetic devices and structure to have an effect in poems we have never seen before?	How do poets use language, form, structure and the significance of context to present themes of 'power' and/or 'conflict'?
Threshold Concepts	<p>Students will engage with at least two Seamus Heaney poems from the following: 'Digging', 'An Advancement of Learning', 'Follower', 'Mid-Term Break' and 'Blackberry Picking'.</p> <p>We analyse poetic structure and form using key terms and ideas:</p> <ul style="list-style-type: none"> • Anaphora: a form of repetition at the beginning of clauses, epistrophe being at the end. • Juxtaposition: two things placed side-by-side giving a strong contrast. • Volta: a turn of thought or argument, often found in sonnets. • Quatrain: stanzas of four lines. <p>We analyse poetic imagery using key terms and ideas including extended metaphor and conceit.</p>	<p>The ways in which each poem within this section of the GCSE anthology presents either conflict and/or power: for example, the power of nature and also the effect of war in 'Exposure.'</p> <p>Rhythm and rhyme impact upon a poem, for example, the suggestion of marching in war poetry, or the expression of a particular emotion – and how these elements can be compared.</p> <p>Words and phrases can be ambiguous and open to several different interpretations.</p> <p>The basic context of each poem, which may include:</p> <ul style="list-style-type: none"> • Biographical information about the poet. • Historical information about the event or issue involved. • The type of poem. • The motivation behind the writing of the poem. It is preferable to compare poems in a synthesised structure and responses must focus on the poet's methods.
Link to Prior Learning	The offering of both designated poetry collection and poetry extended across time, context and theme enables students a vast range, widening opportunities for developed perspectives and insight. The importance of the writer's craft – embedded use of devices for impact and effect are essential skills to mould for initial exam training. Threading contextual detail compounded by the confidence to develop extended analysis, inclusive of comparison, underpin the essential criteria required for analysis at this stage of learning.	
Knowledge and Sequencing Rationale	The final year of Key Stage 3 appropriately heightens challenge, forging an almost bridge between formative training and GCSE requirement. Embracing both culture and context, prose study of <i>To Kill a Mockingbird</i> and <i>Of Mice and Men</i> sets the tone for greater intricacy when interpreting language, structure and historical influence. The strength of theme and character, pertinent to age and ability, presents new ways in which students can perceive life and people; a platform for developing critical thinking as well as instilling empathy toward the experience of others. Therefore, we endeavour to train student responses to be informed, evidential and evaluative. Further compounding the studied variation of textual form, the inclusion of drama, <i>Journey's End</i> , is a deliberate choice to best prepare students in the analysis of performance and stage craft. Continued development of written style is sustained, exploring how voice can be formed through narrative and non-fiction, adapting tone and register for different purposes. In turn, the art of rhetoric is a particular focus when structuring speech writing.	