Manchester Academy
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YEAR 9
English Department
Big Picture

IDENTITY & RELATIONSHIPS



KLARA & THE SUN | THE BOY WITH TWO HEARTS | SHERLOCK HOLMES | RELATIONSHIPS POETRY & NON-FICTION | THE CRUCIBLE | RICHARD III

AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2

Autumn 1 Klara & The Sun and Imaginative Writing	*Autumn 2* The Boy With Two Hearts and Transactional Writing	*Spring 1* Sherlock Holmes
Content In this new unit, students will explore topics of AI, technology and identity in the form of a dystopian novel: Klara and the Sun by Kazuo Ishiguro. With a backdrop of late-stage capitalism, students will follow Klara (an artificial friend) as she learns about what it means to be human, what it means to love and what it means to live. All pupils will explore this contemporary novel's use of prose and symbolism to reflect on what the world could look like in the near future, using debates to argue and criticise society's current use of AI and technology. When analysing the writer's use of language and structure, students will explore the themes of identity, love, selfishness, naivety and growing up. Students will also begin to understand how writer's use microcosms and macrocosm to provide a criticism on current events. Alongside this unit, students will have workshops in the library surrounding how to use AI safely, working on ways to improve their AI literacy ready for developments in the future. All students will also craft their own dystopian story surrounding their beliefs about what will happen with Artificial Intelligence in the future.	**Content** Students will explore a contemporary play about a family travelling to the UK in order to save their son. The unit will allow students to apply their knowledge of the form and structure of a play, whilst also understanding the context of asylum seekers, women's rights and the importance of the NHS. The unit will build on previous units of study from Year 7 (where students will begin to understand the form of a play, the importance of family and the impacts of conflicts) and Year 8 (where students will begin to understand the importance of social justice and women's rights). Here, the expressionist genre will be introduced as well as the importance of adaptation and the impact these changes have on the stories. Students will examine the use of expressionist devices to examine the importance of characters and themes, as well as analysing the language and structure within the text. The summative assessments for this unit would focus on how the playwright presents key themes such as belonging, identity and family. Alongside this, students will read extracts from the memoir and begin to understand how to craft pieces of transactional writing to promote activism (such as a letter, speech and article).	**Content** Students will study Arthur Conan Doyle's infamous detective studies and build on previous knowledge of 19th century fiction in Year 8 and Year 8. Students will draw on contextual knowledge of the 19th century to explore the genre of detective fiction, identifying and exploring key conventions such as the use of forensic science and ratiocination, the 'idiot friend' and the archcriminal. Students will be able to understand Gothic conventions and the use of archetypal characters within the narrative, as well as the role of Doctor Watson as an unreliable narrator. Through the study of pre-1914 literature, students will gain a deeper knowledge of the literary canon and will establish intertextual links with modern examples of the genre. Students will study two stories: - A Scandal in Bohemia - The Speckled Band
Key Concepts/Terminology **Genre of Dystopian** (capitalism, rebellion, technology, rich vs poor) **Characterisation** (explicit and implicit characterisation, archetypal characters, third person limited narrator) **Plot** (Freytag's triangle, Chekhov's gun, the form of a play, allegory, prose) **Theme** (power, love, intelligence, innocence, selfishness, identity, humanity, morality, relationships) **Historical and social context** (late-stage capitalism, Artificial Intelligence, dystopian tropes) **Structuring a response** (What/Where/How/Why) **Debate** (oracy opportunities)	**Key Concepts/Terminology** **Genre** (Expressionism, Epic Theatre) **Characterisation** (social class, gender, patriarchy) **Theme** (language, anger, conflict, family, trauma, fear, terror, grief) **Historical and social context** (Afghanistan, Taliban, conflict, Asylum seeker process, the history of the NHS) **Literary Techniques** (imagery, symbolism, oxymoron, metaphor, dual coding) **Form (play)** (monologue, split stage, dramatic irony, archetypes) **Form (memoir)** (anecdote, descriptive devices, flashbacks, adaptation studies) **Structuring a response** (What/Where/How/Why) **Debate** (oracy opportunities)	**Key Concepts/Terminology** **Genre of Gothic** (darkness, mystery, night, death, innocence, supernatural, abandoned setting, money, class, romance, good and evil) **Genre of Detective Fiction** (intelligent detective, sidekick, red herrings) **Characterisation** (intelligence, mystery, explicit and implicit characterisation, archetypal characters) **Plot** (The form of a short story) **Theme** (fear, power, love, intelligence, suspense) **Historical and social context** (Periodicals, The British Empire, The Bobbies/The Peelers) **Structuring a response** (What/Where/How/Why) **Debate** (oracy opportunities)

Learning Objectives	Learning Objectives	Learning Objectives
• To identify features of a Dystopian novel • To identify and comment on how Ishiguro uses characterisation, plot and themes to affect their reader • To analyse Ishiguro's use of language, structure and form to portray meaning withing the play • To explore and explain the importance of the Plot, Relationships, Identity and Character to key themes within the novella and comment on how this changes as the plot develops • To identify and comment on how Ishiguro uses a third-person limited narrator to impact his reader • To justify choices of evidence and construct a powerful argument in reference to the text • To be able to identify and apply imaginative devices to your writing • To use symbolism and a moral allegory in your story • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To accurately use a variety of sentence types and types of punctuation • To successfully engage in an oracy debate, persuading students that technology is dangerous and should be used carefully • To explore how to improve AI literacy to provide better safety when using AI tools and develop stronger, consistent responses from AI tools	• To identify features of an expressionist/Brechtian play • To identify and comment on how Amiri/Porter uses characterisation, plot and themes to affect their audience • To apply knowledge of context to explore the text and its impact • To analyse Amiri/Porter's use of language, structure and form to portray meaning withing the play • To identify and comment on how Amiri/Porter uses characterisation, plot and theme to affect his audience • To be able to identify the features of a play to aid understanding • To select well-chosen evidence and construct a powerful argument in reference to the text • To be able to identify and apply persuasive devices to your writing • To evaluate the differences between the play and the memoir, commenting on why the playwright has chosen to adapt this • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To accurately use a variety of sentence types and types of punctuation • To successfully engage in an oracy debate, persuading students that activism is still important	- To identify features of detective fiction and comment on their impact - To identify and comment on how Conan Doyle uses characterisation, plot, theme, setting and narrative voice to affect his readers - To use knowledge of context to understand and explore the text and its impact - To be able to explain and accurately use key terminology related to the detective genre - To comment on and analyse the writer's use of language and structure features and their impact - To be aware of how the short story form is constructed for effect - To select well-chosen evidence and construct a powerful argument in reference to the text • To accurately use a variety of sentence types and types of punctuation • To understand the structure of a formal debate • To identify and comment on effective and ineffective oracy practices within a formal setting • To understand and independently decipher effective persuasive techniques
Assessment **<u>MINI TESTS</u>** Each mini test will consist of 3 sections: - **Section A: Spelling, Punctuation and Grammar** ○ Based on independent learning activities - **Section B: Multiple Choice Questions** ○ Key vocabulary and events in the stories - **Section C: Extended Writing** ○ Question related to a recently studied topic **MT1 –** Explore how Ishiguro presents humanity through Klara. (Pages 42-44) **MT2 –** Explore how Ishiguro presents selfishness through Klara.	**Assessment** **<u>MINI TESTS</u>** Each mini test will consist of 3 sections: - **Section A: Spelling, Punctuation and Grammar** ○ Based on independent learning activities - **Section B: Multiple Choice Questions** ○ Key vocabulary and events in the stories - **Section C: Extended Writing** ○ Question related to a recently studied topic **MT1 –** Explore how the playwright uses language to present the mother in The Boy With Two Hearts. (Scenes 1-6)	**Assessment** **<u>BIG TEST 1</u>** **Reading** – A closed-book theme/character-based question on The Boy With Two Hearts. Question options are: **Characters –** Fariba (The Mother), Hussein, Hamed, Hessam **Themes –** Fear, Hope, Grief, Family **Writing** – A choice between two different forms of transactional writing based on issues in today's society.

(Pages 174-186)	**MT2 –** Explore how the playwright uses form and structure to show fear and terror in The Boy With Two Hearts. (Scenes 11-25)	

Spring 2 **Relationships: Poetry and Non-Fiction** 	***Summer 1*** **The Crucible and Transactional Writing** 	***Summer 2*** **Romeo and Juliet** 

Content	Content	Content
Students will study an anthology of poems from a variety of poets linked to the theme of relationships and identity. Students will read texts from and learn social context related to a range of historical periods, developing their appreciation of the literary canon. Students will learn how to use complex vocabulary and subject terminology in a formal analytical response, furthering their ability to express their perspectives both verbally and in writing. Students will understand how to analyse the language, structure and form of the poems and how this creates meaning for a reader. Students will study an anthology of non-fiction texts from a variety of sources linked to the theme of expression of identity. This unit will cover a range of topics from different time periods, around the world and a variety of perspectives. It will be exploring identity and relationships with particular focus on gender expectations, cultural heritage, the celebration of race and uniqueness and same-sex love through non-fiction texts and poetry. This unit links to the national curriculum by 'reading a range of non-fiction and contemporary poetry, knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension and knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning'.	Students will study The Crucible and will learn about key themes such as guilt, injustice, identity (including race and gender), suspicion, and religion. Students will also be taught context relating to two time periods: the 1914 Salem Witch Trials and the 1950 McCarthy Trials. This will enable students to develop a deeper understanding of the text and consider the idea of a text being used as a metaphor for a key event. This text has been chosen to prepare students for being able to analyse and interpret the forms of a play with ease and build to prepare students for later study. The genre of tragedy and magic realism will also be explored as well as allegorical tales and the different ways a modern and traditional audience may interpret the play. Alongside this, students will be able to craft pieces of transactional writing that explore themes of activism, identity, peace and safety. This will build on prior work completed in the Autumn terms and will ensure that students are prepared for their writing big test.	Students will explore the social and historical context of the play, including Elizabethan attitudes towards family, honour, marriage and gender roles. They will develop an understanding of the long-standing feud between the Montagues and Capulets and consider how conflict drives the tragic events of the play. Students will pay particular focus to Shakespeare's presentation of love in its many forms, analysing how Romeo and Juliet's relationship develops amidst violence, loyalty and family expectations. In lessons, teachers will apply creative teaching strategies, such as the Whoosh technique and freeze frames, to help students understand key events and character relationships within this famous tragedy. Alongside themes of love, conflict and fate, students will also explore Shakespeare's use of dramatic irony and consider whether the characters are responsible for their own downfall or victims of circumstances beyond their control. Whilst analysing key extracts, students will continue to develop their transactional writing skills through discussions, debates and written responses linked to the play's central themes. Students will improve their understanding of Shakespearean language by focusing on key scenes from the play, comprehending important events before analysing Shakespeare's use of language, structure and dramatic techniques. Through this study, students will gain a deeper appreciation of how Shakespeare creates tension, develops character and engages audiences with one of literature's most enduring tragic love stories.
Key Concepts/Terminology	**Key Concepts/Terminology**	**Key Concepts/Terminology**
Poetic Forms (free verse, dramatic monologue, sonnet) **Theme** (equality, anger, sadness, grief, love, language, culture) **Historical and social context** (poet's background, women's rights, BAME rights) **Literary Techniques** (metaphor, simile, personification, oxymoron, anaphora, refrain, extended metaphor, allegory, imagery, DR SCREEM) **Structuring a response** (What/Where/How/Why) **Purpose** (to inform, to persuade, to educate) **Audience** (MPs, teachers, Year 9s) **Form** (article, speech, debate, presentation, letter) **Oracy** (speaking and listening skills, turn taking, engagement, talk detectives, presentational skills) **Formal Writing** (Standard English, Received Pronunciation)	**Genre** (allegory, extended metaphor) **Characterisation** (protagonist, antagonist, tragic hero, explicit/implicit characterisation) **Plot** (Freytag's triangle, Chekhov's gun, the form of a play, allegory) **Theme** (control, injustice, religion, love, betrayal, trust, hysteria, guilt, reputation, witchcraft) **Literary Techniques** (foreshadowing, symbolism, broken language, stage directions, asides, exclamative sentences, interrogative sentences, imperative sentences, declarative sentences) **Structuring a response** (What/Where/How/Why) **Debate** (oracy opportunities)	Genre of Tragedy (fate, conflict, tragedy, consequences, tragic hero/heroine) Characterisation (social class, gender, patriarchy, family loyalty, youth) Plot (Shakespearean tragedy, act, scene, dialogue, stage directions, conflict, climax) Theme (love, hate, fate, conflict, family, loyalty, violence) Historical and Social Context (Elizabethan England, Shakespeare, arranged marriage, family honour, patriarchy) Literary Techniques (imagery, symbolism, metaphor, oxymoron, foreshadowing) Form (soliloquy, aside, stage directions, sonnet form, rhyming couplets, irony, dramatic irony) Structuring a Response (What / Where / How / Why) Debate (oracy opportunities, e.g. "Who is to blame for the deaths of Romeo and Juliet?", "Is fate or free will responsible for the tragedy?", "Should Romeo and Juliet have defied their families?")

Learning Objectives	Learning Objectives	Learning Objectives
• To be able to identify the features of a poem to aid understanding • To use knowledge of context to understand and explore the text and its impact • To be able to explain and accurately use key terminology related to social justice • To comment on and analyse the writers' use of language and structure and its impact • To be aware of how arguments are structured for effect • To select well-chosen evidence and construct a powerful argument with reference to the text • To verbally present a perspective on the text using formal language • To identify features of a poem and comment on the writer's impact • To identify and comment on how each poet develops a personal narrative voice • To understand and independently decipher poet's use of language, structure, form and imagery to develop an impact on the readers • To be able to explain the relevance of a text's context • To be able to Form a developed and/extended/critical response • To be able to choose appropriate vocabulary • To be able to Use sentences for effect • To Understand how to write for a specific purpose, audience or text type	• To understand the historical, political and religious context of the play in light of both key time periods (1914 and 1950). • To make links between parts of the text and key contextual information. • To be able to embed context in essays. • To be able to actively read the play for meaning. • To understand what an extended metaphor and allegory is. • To be able to explain the use of extended metaphor in the play. • To be able to select appropriate evidence. • To be able to structure a response which argues a key idea about the text. • To be able to use tentative phrasing to create a personal response. • To comment on and analyse the writers' use of language and structure features and their impact • To select well-chosen evidence and construct a powerful argument in reference to the text • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To accurately use a variety of sentence types and types of punctuation • To critically chose impactful and creative vocabulary to build a genuine narrative that impacts the reader	• To observe features of a Shakespearean history and comment on their impact • To analyse and explore on how Shakespeare uses characterisation, plot and theme to affect his audience • To apply knowledge of context to understand and explore the text and its impact • To comprehend and independently decipher Shakespeare's language and use of meter • To analyse Shakespeare's use of language, structure and form features and their impact, including imagery and symbolism • To be able to identify the features of a play to aid understanding • To select well-chosen evidence and construct a powerful argument in reference to the text • To understand how key themes develop and change throughout the play • To comment on the importance of the Plot, Relationships and Intentions of each character and key themes within the play • To begin to craft a "golden thread" argument by using a thesis statement to frame your response • To follow the analytical paragraph structure (What, Where, How, Why)
Assessment **<u>MINI TESTS</u>** Each mini test will consist of 3 sections: - **Section A: Spelling, Punctuation and Grammar** ○ Based on independent learning activities - **Section B: Multiple Choice Questions** ○ Key vocabulary and events in the stories - **Section C: Extended Writing** ○ Question related to a recently studied topic **MT1 –** How is Bhatt's relationship with her mother tongue presented in Search For My Tongue? **MT2 –** How is grief presented in Funeral Blues?	**Assessment** **<u>MINI TESTS</u>** Each mini test will consist of 3 sections: - **Section A: Spelling, Punctuation and Grammar** ○ Based on independent learning activities - **Section B: Multiple Choice Questions** ○ Key vocabulary and events in the stories - **Section C: Extended Writing** ○ Question related to a recently studied topic **MT1 –** How is Abigail presented in The Crucible?	**Assessment** **<u>BIG TEST 1</u>** **Reading** – Dystopian Short Stories extract with a theme/character-based question. Question options are: **Characters:** Abigail Williams, John Proctor **Themes:** Judgement, Power, Religion, Fear **Writing** – A choice between two different forms of transactional writing based on issues in today's society.

	MT2 – How is power and injustice presented in The Crucible?	