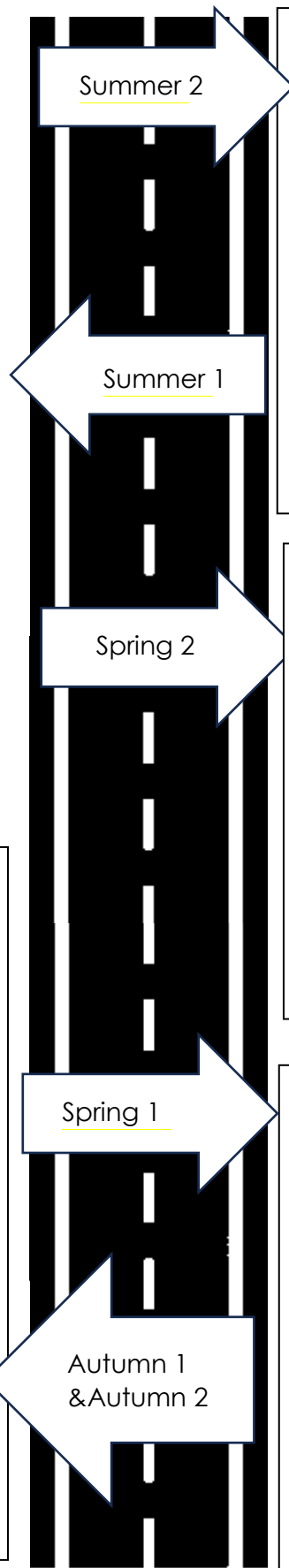


**Links to KS5:**

**Skills:** Analysis of language, identifying meaning, writers' purpose, comparison, context of production and reception, gender and how it is presented in texts, Othello.

**Year 9 Learning Journey  
2023-2024**



**Half Term 5:**

**Unit of Work:** Shakespeare: Othello

**What Students Will Know :** allusion  
Prose vs verse, metre and rhyme, context: race and gender in Jacobean England, quatrain, oxymoron, hamartia, catharsis  
exposition/inciting force/crisis/denouement

**What students will be able to do:**  
Identify and comment on allusion, make links to context: race and gender in Jacobean England, identify and comment on quatrain, identify and comment on oxymoron, comment on the structure of the play: exposition/inciting force/crisis/denouement

**Assessment:** Extract Analysis

**Half Term 6:**

**Unit of Work:** Non-Fiction- Civil Rights

**What Students Will Know :**Extended metaphors through texts, ambitious introductions, ambitious conclusions, how to analyse methods, how to compare viewpoints and perspectives, how to develop counter arguments.

**What students will be able to do:**  
Weave extended metaphors through texts, develop ambitious introductions, develop ambitious conclusions, analyse methods, compare viewpoints and perspectives, to develop counter arguments, communicate convincingly

**Assessment:** Discussion (Oracy)

**Half Term 4:**

**Unit of work:** Dystopian Fiction

**What Students Will Know :** Clause types and positioning, active voice, passive voice, atmosphere and mood, tenses: perfect and perfect progressive, ambitious vocabulary, ambitious sentences

**What students will be able to do:**  
Use different clause types and consider the effect of positioning, use the active voice, use passive voice, develop atmosphere and mood, use tenses: perfect and perfect progressive, use ambitious vocabulary, use ambitious sentences

**Assessment:** Writing

**Half Term 1 and 2:**

**Unit of work:** Noughts & Crosses by Malorie Blackman.

Poetry: Racism

**What Students Will Know:** Types of first person narrations, themes and their deeper significance, direct and indirect characterisation, verb phrases, structural devices, range of character types, rhyme scheme, rhythm and metre, speakers in poetry, narrative perspectives, intertextuality, discourse markers for comparisons, ambitious structure, ambitious punctuation.

**What students will be able to do:**  
Select judicious quotations, Use SQI, identify and comment on verb phrases, memorise quotations, identify and comment on: a range of structural devices, rhyme schemes, rhythm and metre, speakers in poetry, narrative perspectives, use discourse markers for comparisons, use ambitious punctuation, use ambitious structure

**Assessment:** Extended answer- theme of prejudice

**Half Term 3:**

**Unit of work:** Gender

**What Students Will Know :**Gender, context: 1600s- Modern Day, identifying a range of forms, audiences and purposes, IMAFOREST media text conventions, advanced sentence punctuation, discourse markers

**What students will be able to do:**  
Produce a media text with appropriate conventions, textual analysis (What/How/Why), utilise devices from IMAFOREST in transactional writing

**Assessment:** Transactional Writing

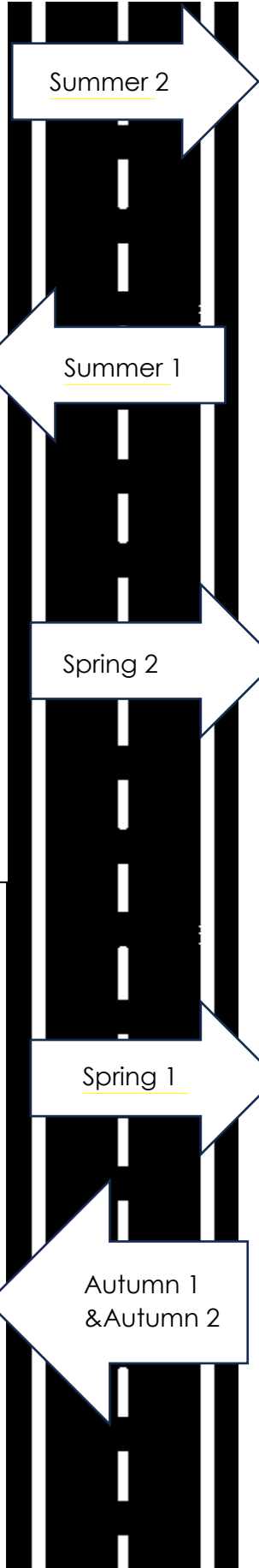
**Links to KS4:**

Reading and understanding literature texts, extract analysis, making links to context in literature texts, analyzing methods, writing to achieve effects, transactional and creative writing, comparing perspectives and viewpoints.

**Links to KS5:**

**Skills:** Analysis of language, identifying meaning, writers' purpose, comparison, context of production and reception, gender and how it is presented in texts, Othello.

**Year 9 Learning Journey  
2023-2024**



**Half Term 5:**

**Unit of Work:** Shakespeare: Othello

**What Students Will Know :** allusion  
Prose vs verse, metre and rhyme, context: race and gender in Jacobean England, quatrain, oxymoron, hamartia, catharsis  
exposition/inciting force/crisis/denouement

**What students will be able to do:**  
Identify and comment on allusion, make links to context: race and gender in Jacobean England, identify and comment on quatrain, identify and comment on oxymoron, comment on the structure of the play: exposition/inciting force/crisis/denouement

**Assessment:** Extract Analysis

**Half Term 1 and 2:**

**Unit of work:** Noughts & Crosses by Malorie Blackman.  
Poetry: Racism

**What Students Will Know:** Types of first person narrations, themes and their deeper significance, direct and indirect characterisation, verb phrases, structural devices, range of character types, rhyme scheme, rhythm and metre, speakers in poetry, narrative perspectives, intertextuality, discourse markers for comparisons, ambitious structure, ambitious punctuation.

**What students will be able to do:**  
Select judicious quotations, Use SQL, identify and comment on verb phrases, memorise quotations, identify and comment on: a range of structural devices, rhyme schemes, rhythm and metre, speakers in poetry, narrative perspectives, use discourse markers for comparisons, use ambitious punctuation, use ambitious structure

**Assessment:** Extended answer- theme of prejudice

**Half Term 6:**

**Unit of Work:** Non-Fiction- Civil Rights

**What Students Will Know :**Extended metaphors through texts, ambitious introductions, ambitious conclusions, how to analyse methods, how to compare viewpoints and perspectives, how to develop counter arguments.

**What students will be able to do:**  
Weave extended metaphors through texts, develop ambitious introductions, develop ambitious conclusions, analyse methods, compare viewpoints and perspectives, to develop counter arguments, communicate convincingly

**Assessment:** Discussion (Oracy)

**Half Term 4:**

**Unit of work:** Dystopian Fiction

**What Students Will Know :** Clause types and positioning, active voice, passive voice, atmosphere and mood, tenses: perfect and perfect progressive, ambitious vocabulary, ambitious sentences

**What students will be able to do:**  
Use different clause types and consider the effect of positioning, use the active voice, use passive voice, develop atmosphere and mood, use tenses: perfect and perfect progressive, use ambitious vocabulary, use ambitious sentences

**Assessment:** Writing

**Half Term 3:**

**Unit of work:** Gender

**What Students Will Know :**Gender, context: 1600s- Modern Day, identifying a range of forms, audiences and purposes, IMAFOREST media text conventions, advanced sentence punctuation, discourse markers

**What students will be able to do:**  
Produce a media text with appropriate conventions, textual analysis (What/How/Why), utilise devices from IMAFOREST in transactional writing

**Assessment:** Transactional Writing

**Links to KS4:**

Reading and understanding literature texts, extract analysis, making links to context in literature texts, analyzing methods, writing to achieve effects, transactional and creative writing, comparing perspectives and viewpoints.