



Year 9 – A Woman’s World

Spring Term – *The Danger of a Single Story*

Learning about this topic is important because:
You will encounter new and diverse perspectives on the world and our society, encountering texts and authors you may never have read before. You will engage in some of the debates and arguments at the heart of studying English, seeing how English language and literature represent those with power and how they have the ability to both reflect and transform the world around us, paying particular attention to the ways in which women are presented through non-fiction and media texts. Through close analysis of texts (non-fiction speeches, magazines and film clips), you will learn to participate in conversations about how women are presented: thinking, writing and talking about texts in a more critical and sensitive way than you have beforehand.

This builds on:

- ✓ Year 7 – Autumn term novel, *The Village*. The skills of close analysis of literary texts, writing for purpose and audience.
- ✓ Year 8 – Autumn term novel, *The Tempest*. Skills including close analysis, interpreting texts through their contexts, writing for purpose and audience.

This leads to:

- ✓ KS4 – GCSE English Literature: modern drama (*An Inspector Calls*) and the representation of class in literature; Shakespeare (*Romeo and Juliet*) and the role of ‘the canon’ in studying English; poetry anthology and comparing writer’s views and perspectives across time; 19C novel (either *Jekyll and Hyde* or *A Christmas Carol*) themes of class, gender and reading critically for analysis and interpretation. GCSE English Language, reading and interpreting writer’s perspectives via close analysis of extracts.
- ✓ KS5 – A-Level English Literature: critical appreciation and understanding of the English ‘literary canon’ (Chaucer’s *The Canterbury Tales*, *Hamlet*), critical analysis and interpretation of themes including gender, race and class across different literary texts (*The Duchess of Malfi*, *A Streetcar Named Desire*, *A Thousand Splendid Suns*, *The Handmaid’s Tale*).
- ✓ A-Level English Language: the role and function of dialect, language change and non-standard English. How language use shapes cultural, social and political attitudes and opinions; the role of media in society. How different social groups are represented by language (gender, age, race, occupation, sexuality),
- ✓ KS5 – A Level Film Studies analysing films from Europe and beyond.

We will learn:

- ✓ **Stories of women** How women have been represented in written texts and media. How women writers have tried to change or re-define these ideas.
- ✓ **Stories of belonging through the representation of women** How can language be used to create a sense of community or identity? Why has this been controversial in the past?

We will develop/practise skills including:

- ✓ Reading critically and evaluatively using our contextual knowledge and understanding of non-fiction writing.
- ✓ Analysing how language relates to real-world issues and debates.
- ✓ Comparing and contrasting how writers present their views and ideas both verbally and in writing.
- ✓ Planning and presenting our own magazine.
- ✓ Formulating and sharing our own viewpoints following critical reflection and discussion of those of others’.

Some of the vocabulary that we will use includes:

Representation, Feminism, Male Gaze, Perspective, Bias

You could learn more about this topic by:

- ✓ Watching: Chimamanda Ngozi Adiche, ‘We Should Always be Feminists’
https://www.youtube.com/watch?v=hg3umXU_qWc
- ✓ Reading: Jane Austen, *Pride and Prejudice*.
- ✓ Reading or watching the news - we are all affected by representation every day





Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- ✓ A comprehension question based on a short non-fiction extract.
- ✓ An opinion article written about a subject affecting women.



Year 9 English – Lady Macbeth



Learning about this topic is important because: Shakespeare is one of the most important writers of all time, Macbeth being one of his famous plays. Studying Shakespeare's Macbeth will enable you to analyse, debate and interpret a fascinating and challenging text. You will learn about the genre of Tragedy, explore character traits and how Shakespeare subverts expectations of gender throughout the play.

This builds on: Year 8 – The Tempest. Year 8 – Twisted Tales short fiction.

This leads to: GCSE English Literature: Shakespeare. GCSE English Language Narrative writing

We will learn:

- The plot of Macbeth.
- The characters, their personalities and roles in the novel.
- Tragic hero traits.
- Key themes in the play.
- How to structure a narrative
- How to plan an effective narrative

We will develop/practise skills including:

- Reading a Shakespearean text for pleasure and analysis.
- Speaking and listening.
- Writing critically.
- Writing non-fiction.
- Analytical writing.

Some of the vocabulary that we will use includes:

Hamartia
Duplicity
Tragedy
Traits
Gendered metaphors

You could learn more about this topic by:

- Watching Macbeth: There are several film and tv adaptations of the play.
- Reading 'Romeo and Juliet', 'Othello' or 'Much Ado about Nothing by Shakespeare
- Visiting The Globe Theatre or Stratford Upon Avon – made famous by William Shakespeare.



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- A Context quiz
- A letter inspired by key characters and events from the play.
- A Theme based Speaking and Listening Assignment
- An extract question on a character/relationship from the play – end of year examination



Year 9 English – A Woman’s World

Summer Term 2: Women Poets of the World

Learning about this topic is important because: Poetry is one of the most important art forms in human history, informing conversations about human nature across different cultures and time periods. It is a crucial form of English.

This builds on: Year 7 poetry linked to novel; Year 7 poetry (identity); Year 8 family poetry

This leads to: Anthology poetry and unseen poetry – GCSE; Shakespeare – GCSE.

We will learn:

- To explore how female poets have expressed themselves and responded to both male and female poets through time.
- To explore thematic links between the texts we have studied this year and the work of women poets.
- How to recognise poetic structures and devices
- How to annotate literary texts
- To consider the author’s intent in creating effects with language
- To find points of comparison and contrast between poems
- To consider the importance of structure and how it can be used to create effects.

We will develop/practise skills including:

- Annotating and identifying key features
- Analysing key features
- Exploring meaning
- Considering reader response
- Discussing interpretations
- Writing analytical paragraphs
- Understanding the effects of literary devices



Some of the vocabulary that we will use includes:

- Authorial intent**
- Sonnet**
- Enjambment**
- Free verse**
- Comparative**

You could learn more about this topic by:

- Read a range of poetry - Grace Nichols, Wendy Cope, Lewis Carroll, William Blake, Simon Armitage,
- Read poetic novels - Sarah Crossan, Elizabeth Acevedo, Kwame Alexander
- Listen to music - songs have lyrics!
- Programmes on BBC Sounds - [BBC Sounds - Poetry Playtime - Available Episodes](#)
- [BBC Sounds - Talking Poetry - Available Episodes](#)

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Single unseen poem analysis**
- Class discussion**



Year 9 English – Woman’s World

Summer Term 2, Part 2: Speeches Project

Learning about this topic is important because: It will help you understand how female writers, politicians and artists have shaped our world through the spoken word. You will explore the links between the texts, themes and characters you have studied this year with the real world issues addressed by speeches by women in different times and contexts.

This builds on: Year 8 Speeches

This leads to: GCSE English Language: Transactional Writing

We will learn:

- How speeches by female writers and politicians have shaped the world.
- Connections between real world contexts and the theme of women in literary texts.
- The features of rhetoric used by writers to persuade, argue and debate.

We will develop/practise skills including:

- Articulating a personal response to the real-world issues brought up by literary texts.
- Discussing and debating how speeches by women have shaped our world.
- Developing and sustaining an argument in writing
- How to use rhetorical devices to debate, argue and persuade.
- Adapting tone for audience and purpose.
- Writing for speech.

Some of the vocabulary that we will use includes:

- Rhetoric
- Pathos
- Logos
- Ethos
- Counter argument.

You could learn more about this topic by:

Reading non-fiction related to the theme of a women’s world such as *Invisible Women* by Caroline Criado Perez; *I Am Malala* by Malala Yousafzai; *I Know Why The Caged Bird Sings* by Maya Angelou.

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- An original speech linked to this year’s theme.
- Class discussion.



Year 9 English 'A Woman's World' Autumn - *We Have Always Lived in the Castle*

Learning about this topic is important because this novel challenges you to think more deeply; it deals with themes and characters that require you to question different perspectives and interpretations of literature, people, and society. Shirley Jackson offers subtle, layered storytelling which aids development of key analysis skills

This builds on: Year 7 novel – The Bone Sparrow. Year 8 – Twisted Tales short fiction.

This leads to: GCSE English Literature: Nineteenth Century Prose.

We will learn:

Story: What is an unreliable narrator? How does this shape narrative perspective and reader response?

Metaphor: What is an allegorical setting and what effects does it create?

Pattern: What is a symbol? How do they develop and shape figurative meaning and ideas across a longer text?

Context: What is a Gothic novel? What does it do?

Grammar: How do we write an essay in response to a whole text using topic sentences, embedded quotations and tentative language?

We will develop/practise skills including:

Speaking and listening:

-Debating and discussing different interpretations of characters and ideas.

Grammar for writing essays:

-Topic sentences

-Embedding evidence

-Using tentative language to interpret author's meaning.

Some of the vocabulary that we will use includes:

Allegorical setting when a place represents a system of ideas or social critique.

Duality a situation in which two opposite ideas or feelings exist at the same time, often in conflict with each other

Gothic a genre popularised in the Victorian period featuring dark and supernatural settings, heightened emotions and which challenged societal rules.

Symbols as motifs The use of symbols to represent deeper meanings or themes

Unreliable narrator a storyteller in literature or film whose account of events is misleading, distorted, or dishonest, forcing the reader to question their credibility

You could learn more about this topic by:

- Reading other works by Shirley Jackson such as *The Haunting of Hill House*.

- Reading other novels in the Gothic genre such as *Jane Eyre*, *Dracula* or *Frankenstein*.

- Studying the wider contexts of the novel further

Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion, and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- A short assessment testing your knowledge of characters, vocabulary, and key literary concepts in the novel.
- A response to a short extract from the novel
- A range of whole class discussions exploring different responses of the novel
- An essay based on the presentation of a character throughout the novel.. You will be expected to apply your knowledge of the novel using the grammar skills for essay-writing (topic sentences, embedding evidence and tentative language).