

Subject: ENGLISH Year 9 Ability All

Term / Date(s)	Half term 1	Half term 2	Half term 5	Half term 3	Half term 4	Half term 6
<b>Topic</b>	The Hate You Give	The Hate You Give	Othello	Literature Paper 2, Section B Word Lives	Non-Fiction reading based on texts linked to 19 <sup>th</sup> Century context	<b>Post-1914 Drama:</b> 'An Inspector Calls' by J.B. Priestley
<b>Topic overview</b>  <b>Pupils will learn...</b>	<p>When studying <i>The Hate U Give</i> by Angie Thomas, pupils typically learn a range of important themes, skills, and perspectives, including:</p> <p><b>Understanding Social Justice and Racism:</b> The novel explores systemic racism, police brutality, and racial profiling.</p> <p>Students learn about the real-life issues faced by Black communities in the U.S.</p> <p>It encourages empathy and awareness of social inequalities.</p> <p><b>Critical Thinking and Media Literacy</b></p> <p>Pupils analyze different perspectives</p>	<p>When studying <i>The Hate U Give</i> by Angie Thomas, pupils typically learn a range of important themes, skills, and perspectives, including:</p> <p><b>Understanding Social Justice and Racism:</b> The novel explores systemic racism, police brutality, and racial profiling.</p> <p>Students learn about the real-life issues faced by Black communities in the U.S.</p> <p>It encourages empathy and awareness of social inequalities.</p> <p><b>Critical Thinking and Media Literacy</b></p> <p>Pupils analyze different perspectives on the same event (the shooting of Khalil).</p>	<p>Students will read 'Othello' in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.</p>	<p>How to interpret the meaning and the moral message of the World Lives anthology poems as unseen poems and to analyse the language, form, themes and structure of each individual poem.</p> <p>Students will also learn how to compare meaning, language, themes and structural features across the cluster.</p>	<p>How to identify and interpret information and ideas from a range of non-fiction extracts.</p> <p>How to analyse language and structure to understand how writer's influence the reader</p> <p>How to select and synthesise evidence from different non-fiction texts.</p>	<p>How to read, analyse and critically explore the character development, themes and Edwardian context of 'An Inspector Calls'.</p>

<p>on the same event (the shooting of Khalil).</p> <p>They examine how media representation can be biased or misleading.</p> <p>They develop skills in evaluating sources and understanding narrative voice.</p> <p><b>Identity and Personal Growth</b></p> <p>The protagonist Starr navigates her identity between two worlds — her poor, Black neighborhood and her mostly white private school.</p> <p>Students explore themes of identity, belonging, and courage.</p> <p>They reflect on the impact of environment and culture on personal choices.</p> <p><b>Activism and Voice</b></p> <p>The story emphasizes the importance of speaking up and standing against injustice.</p> <p>Pupils learn about the power of activism and community action.</p>	<p>They examine how media representation can be biased or misleading.</p> <p>They develop skills in evaluating sources and understanding narrative voice.</p> <p><b>Identity and Personal Growth</b></p> <p>The protagonist Starr navigates her identity between two worlds — her poor, Black neighborhood and her mostly white private school.</p> <p>Students explore themes of identity, belonging, and courage.</p> <p>They reflect on the impact of environment and culture on personal choices.</p> <p><b>Activism and Voice</b></p> <p>The story emphasizes the importance of speaking up and standing against injustice.</p> <p>Pupils learn about the power of activism and community action.</p> <p>They consider how young people can make a difference.</p> <p><b>Literary Techniques and Storytelling</b></p>				
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	<p>They consider how young people can make a difference.</p> <p><b>Literary Techniques and Storytelling</b></p> <p>Study of narrative structure, character development, and symbolism.</p> <p>Understanding how dialogue and tone contribute to the novel's impact.</p> <p>Appreciation of contemporary young adult literature.</p> <p><b>Emotional and Social Awareness</b></p> <p>Themes of grief, trauma, and resilience are explored.</p> <p>Pupils discuss the emotional effects of violence and discrimination.</p> <p>They gain sensitivity toward the experiences of others.</p>	<p>Study of narrative structure, character development, and symbolism.</p> <p>Understanding how dialogue and tone contribute to the novel's impact.</p> <p>Appreciation of contemporary young adult literature.</p> <p><b>Emotional and Social Awareness</b></p> <p>Themes of grief, trauma, and resilience are explored.</p> <p>Pupils discuss the emotional effects of violence and discrimination.</p> <p>They gain sensitivity toward the experiences of others.</p>				
<b>Components</b>	<p>Students will develop a love of reading through seminal world literature.</p> <p>Students will learn how to read and analyse increasingly challenging texts.</p>	<p>Students will understand and explore the relationships between texts and the contexts in which they were written to develop a deeper understanding of the meanings and ideas. Context should focus</p>	<p>Students will read and understand a small number of the poems from the World Lives anthology collection.</p> <p>Students will explore how poets use language devices and structural devices when</p>	<p>Students will read and understand a range of non-fiction texts in order to make accurate inferences.</p> <p>Students will select relevant, concise quotations in order to</p>	<p>Students will explore the Edwardian, 1910s British context and how this affects the events and characters in the play. This includes: working life and rights, Priestley's life</p>	

	<p>Students will read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.</p> <p>Students will study setting, plot, and characterisation, and the effects of these.</p>		<p>on Elizabethan England, Queen Elizabeth and the fate, the Great Chain of Being and the role of women.</p> <p>Students will know how to read, understand and respond to texts in order to confidently analyse a text independently.</p> <p>Students will use textual references, including quotations, to support and illustrate their own interpretations and ideas.</p> <p>Students will know how to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate in order to explore how Shakespeare used archaic language and the meanings behind more complex phrasing.</p> <p>Students will understand how to identify and analyse key themes in order to develop a considered interpretation of the writer's intentions and to be able to track these themes through the play.</p>	<p>conveying a theme or message in order to analyse writer's choices.</p> <p>Students will explore a range of perspectives and presentations of conflict in order to analyse writer's choices and understand how conflicts affect individuals and communities.</p> <p>Students will use concise quotations and textual references to support and develop interpretation and comparisons in order to support a viewpoint.</p> <p>Students will explore how writer's use poetic devices to convey themes in order to draw comparisons across poems.</p>	<p>support an accurate viewpoint.</p> <p>Students will read and evaluate a 19<sup>th</sup> and 21<sup>st</sup> century text in order to explore writer's perspectives.</p> <p>Students will read and understand a range of non-fiction texts in order to make accurate inferences.</p> <p>Students will select relevant, concise quotations in order to support an accurate viewpoint.</p> <p>Students will read and evaluate a 19<sup>th</sup> and 21<sup>st</sup> century text in order to explore writer's perspectives.</p> <p>Students will read and evaluate a non-fiction texts in order to come to a considered judgement.</p> <p>Students will accurately identify subject terminology in order to comment on the effect of this on the reader.</p> <p>Students will compare writers' ideas and perspectives across two non-fiction texts.</p>	<p>and times, capitalism versus socialism, family, gender, class and hierarchy.</p> <p>Students will read the play, explore events and ideas in the play in order to understand describe, and interpret information to support and develop an interpretation in an extended analysis.</p> <p>Students will explore how Priestley creates character and how characters develop or change throughout the play in order to show consideration of how structure is used to convey meaning and influence the reader.</p> <p>Students will use relevant, concise quotations and/or textual references when writing about the play in order to develop a convincing and informed personal response.</p> <p>Students will explore the writer's craft in order to identify and comment on language, tone and</p>
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			<p>Students will be able to maintain a critical style and develop an informed personal response in order to express a point of view and thoughts on a text.</p> <p>Students will know how to use a range of vocabulary and sentence structures to ensure their written work has clarity, purpose and effect, with accurate spelling and punctuation.</p>			<p>structural techniques used by Priestley.</p> <p>Students will analyse how settings are used to understand how they add meaning to the play.</p> <p>Students will understand the key themes of the play in order to explore how they are developed and shown throughout the play in order to develop a considered interpretation.</p> <p>Students will use a critical style in order to structure and develop an effective argument.</p>
<p><b>What pupils should already know (prior learning components)</b></p>	<p>Students should be able to select relevant quotes to support a viewpoint.</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer.</p> <p>Students should be able to use comparative phrases.</p> <p>Students should be able to evaluate.</p>		<p>Students will have explored a range of texts, developing their knowledge of how to consider contextual elements and how to analyse a text, though not necessarily with Shakespeare.</p> <p>Students should have a basic knowledge of who Shakespeare is and some of his plays. This may not be consistent and Shakespeare may not have been covered at KS2 at all.</p>	<p>Students should be able to identify poetic techniques used by the writer and comment on the effect.</p> <p>Students will be able to identify structural features used by the writer and comment on the effect.</p> <p>Students should be able to use comparative phrases to compare two poems.</p>	<p>Students should be able to select relevant quotes to support a viewpoint.</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer.</p> <p>Students should be able to use comparative phrases.</p> <p>Students should be able to evaluate.</p>	<p>Reading and analysing modern and Shakespearean plays in order to understand how a play is constructed.</p> <p>How to select relevant quotes to support an interpretation.</p> <p>Students should know that context can impact meaning and the purpose of a play.</p> <p>Students should know how to track themes throughout a play.</p>

						<p>Students should know how to identify and analyse writer's methods in a text.</p> <p>Students should know how to analyse characters and their development through plays and fiction.</p>
<b>Transferrable knowledge (skills)</b>	<p>Students will build upon their knowledge of seminal world literature; these skills were taught through the study of 'The Breadwinner', 'Trash' and 'Blood Brothers'.</p> <p>Students will build upon their ability to read and analyse increasingly challenging texts; this skill was taught whilst studying 'The Breadwinner', 'Trash', 'Blood Brothers', 'Frankenstein' and 'Gothic Fiction'.</p> <p>Students will build upon their ability to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.</p> <p>Students will study setting, plot, and characterisation, and the effects of these; skills learnt in various topics such as</p>		<p>Students should be able to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Students should be able to analyse the theme of women in their GCSE Shakespearean text.</p> <p>This topic builds on students' confidence in reading, understanding and responding to a text.</p> <p>It further develops students' ability to analyse the language, form and structure used by a writer to create meanings and effects.</p> <p>It also furthers students' confidence in exploring the relationships between texts and the contexts</p>	<p>The topic will build on students' confidence to analyse unseen poems and identify poetic and structural devices and comment on the effect of these devices and make accurate inferences (Animal poetry Y7, Relationship poetry Y8)</p> <p>Students will know how the context of a text or poem can influence writer's choices (Y7 MSLOTM, Y8 OMAM, Y9 Animal Farm, Y8 relationship poetry, Y7 Frankenstein and Dracula)</p>	<p>This topic will build on students' ability to make accurate inferences and select textual reference to support their viewpoint.</p> <p>This topic will build on students' ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse features of a non-fiction text.</p> <p>This will also allow them to build on knowledge needed to understand context in other topics.</p>	<p>This topic will build on students' ability to analyse dramatic devices used by writers of a play.</p> <p>This topic will build on students' understanding of how context can influence a writer's choices.</p>

	'Shakespeare's women', 'The Breadwinner' and 'Trash'.		in which they were written.			
<b>Key vocabulary pupil will know and learn</b>	Racism, Police brutality, Systemic oppression, Privilege, Code-switching, Activism, Identity, Stereotype, Empowerment.		Character, narrator, theme, inference, deduction, dialogue, novella, communism, socialism, foreshadowing, symbolism, responsibility, equality, power, allegory	Simile, metaphor, personification, context, stanza, rhyme, rhythm, semantic field, imagery, interpretations, onomatopoeia, oxymoron, repetition, sibilance, enjambment, caesura, conflict, grief identity	Explicit, implicit, verb, adjective, adverb, simile, metaphor, tone, synthesis.	Character, characterisation, setting, prediction, narrator, theme, personal response, theme, tone, language, structure, quotation, chronological, dramatic irony, symbolism, foreshadowing, context, capitalism, socialism, hierarchy, social class, generation, responsibility, stage directions, dialogue, lighting
<b>Resources available</b>	'The Hate U Give' novel.		<a href="#">Shakespeare - KS3 English - BBC Bitesize</a>  <a href="#">William Shakespeare's Life and Times: Women in Shakespeare's England   SparkNotes</a>  <a href="#">BBC - Shakespeare Lives - Shakespeare's strong-willed women</a>		Range of sources from both 19 <sup>th</sup> and 21 <sup>st</sup> Century. Shared lessons and scheme of learning	<a href="#">Year 11 - An Inspector Calls.pdf (arkalexandra.org)</a>
<b>Notes</b> <b>Why this topic is important...</b>	<p>Studying a novel like <i>The Hate U Give</i> by Angie Thomas is important for several reasons—literary, social, emotional, and educational. The novel explores social justice and racism.</p> <p>The novel addresses systemic racism, police brutality, and</p>			<p>The topic introduces students to some of the poems in the GCSE English Literature anthology.</p> <p>This topic also develops students' ability to analyse and unseen poem which is also a skill they will need for their GCSE English Literature.</p>	This topic focuses on an element of the skills needed for GCSE language. Through this topic, students will improve their ability to analyse non-fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction.	This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying 'An Inspector Calls', students will improve their reading and literature analysis skills which can be applied to their other GCSE texts.

<p>the Black Lives Matter movement in a way that's personal and relatable. Through Starr's perspective, readers confront the harsh realities many people of color face—sparking conversations about inequality, justice, and privilege.</p> <p>The novel develops empathy and perspective: By stepping into Starr's shoes, readers gain emotional insight into how racial violence affects families and communities. Literature like this helps foster empathy, which is essential in both personal growth and social cohesion.</p> <p>The novel represents underrepresented voices: <i>The Hate U Give</i> amplifies Black voices and experiences that are often marginalized in mainstream literature. Representation matters—especially for young readers who need to see themselves reflected in what they read.</p> <p>It also encourages critical thinking: The novel doesn't give easy answers. It challenges readers to question the status quo, think critically</p>				<p>This will also support them with analysing the GCSE literature texts in terms of contextual information.</p>	<p>It further builds on students' ability to consider the impact of the social, historical and cultural context on a writer's message.</p> <p>As well as this, it introduces students to essay writing.</p>
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about media portrayals, and consider multiple viewpoints on complex social issues.

The novel is relevant to Contemporary Issues: It's a timely book that reflects current events, making it easier for students to connect classroom learning to the real world. This relevance boosts engagement and helps students see literature's power in shaping understanding and action.

It builds Literary Skills: Beyond the social message, the novel is rich with literary elements—character development, symbolism (e.g. Tupac's "THUG LIFE"), narrative voice, and setting. Studying it helps students become stronger readers and writers.