

Year 9 English

Woman in Black

Learning Objectives

- Understand conventions of Gothic fiction.
- To analyse the presentation of Dracula, the antagonist.
- To understand how the Woman in Black compares to Victorian Gothic fiction
- To understand how women's roles were changing in Edwardian times.
- To explore the opening of the novel.
- To understand how language is used to describe.
- Develop understanding of Arthur Kipps.
- To understand the character of Mr Jerome.
- To analyse how tension is created.
- Explore foreshadowing when describing the journey to Eel Marsh house.
- Analyse methods used to create a Gothic setting (RA Prep)
- Describe the interior of Eel Marsh house.
- To consider how structure is used to create tension.
- Explore the character development of Arthur Kipps.
- Identify similarities and differences between Arthur Kipps and Mr Jerome.
- To combine dialogue and narrative.
- Explore Arthur's attitudes towards the supernatural.
- To explore how Hill structures the setting for effect.
- To identify a range of language methods.
- To use personification to create a supernatural effect.
- Successfully write a gothic description.
- Write a narrative using a variety of sentence types for effect.
- To understand how structure has been used to create tension at the climax of the story.
- To develop an understanding of The Woman in Black's motivation.
- To explore Arthur's feelings.
- Understand what happened to Jennet Humfrye.
- Understand the structure of the narrative.
- Explore the features of a newspaper article.
- To complete an article reviewing The Woman in Black.

What previous knowledge is required?

Students will have already developed a secure foundation and have previous knowledge in identifying and analysing language devices and structural features, exploring character, theme and setting within a text, supporting ideas with textual evidence, understanding writer's purpose and audience and writing structured analytical paragraphs (e.g. PEE/PEA).

Students will also have encountered elements of suspense, atmosphere and tension through previous fiction and Shakespeare units, enabling them to recognise common literary conventions and begin to explore how writers shape reader responses.

How will this term's content help with future learning?

The study of The Woman in Black provides an important bridge between Key Stage 3 and GCSE English Literature. The unit develops the disciplinary knowledge and analytical skills that students will require for the study of GCSE texts, particularly through:

- close analysis of language and structure;
- exploration of character development across a whole text;
- understanding how context influences a writer's choices;

- evaluating the effects of literary methods;
- constructing extended analytical responses using evidence.

The Gothic genre also introduces many concepts that students will revisit at GCSE, including fear, the supernatural, isolation, morality and the presentation of setting.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Plot retelling rather than analysis.

Students often describe events instead of explaining how the writer creates meaning.

-Identifying techniques without discussing their effects.

Learners may recognise methods such as personification or pathetic fallacy but require support to explain their impact on the reader.

-Assuming Gothic fiction is simply 'ghost stories'.

Students will develop an understanding that the Gothic genre explores broader themes such as fear, psychological conflict, isolation and the unknown.

-Context as an 'add-on'.

Rather than bolting on contextual information, students will learn to integrate context naturally into their analysis.

-Confusing the narrator with the author.

Students will explore narrative perspective and understand the distinction between Arthur Kipps as narrator and Susan Hill as writer.

National Curriculum / Specification

This scheme of work directly supports the aims of the National Curriculum for English by enabling students to:

- read and appreciate a wide range of challenging, high-quality literature
- develop an appreciation of literary heritage and contemporary writing
- understand increasingly challenging texts through inference and critical evaluation
- analyse how language, structure and form contribute to meaning
- build and apply a wide-ranging vocabulary
- write accurately, effectively and analytically for different purposes and audiences
- participate in thoughtful discussion and develop reasoned interpretations

The unit also reflects the skills and assessment objectives required for GCSE English Literature and English Language by developing students' ability to:

- maintain a critical style and develop informed personal responses
- use textual references and quotations to support interpretations
- analyse the writer's methods
- understand relationships between texts and their contexts
- communicate ideas clearly and accurately in extended writing

Ultimately, the study of *The Woman in Black* is intended to foster a love of reading whilst equipping students with the knowledge, skills and cultural capital required for success at Key Stage 4 and beyond.

Creative Writing

Learning Objectives

What previous knowledge is required?

Students should already have knowledge of:

- Basic sentence construction.
- The difference between a simple, compound and complex sentence.
- Basic paragraphing.
- How to use capital letters and full stops accurately.
- How to use commas appropriately.

- How to spell common vocabulary accurately.
- How to structure a beginning, middle and ending.
- How to plan ideas before writing.

- Basic understanding of:
 - adjective
 - verb
 - adverb
 - noun
 - pronoun
 - metaphor
 - simile
 - personification
 - sensory language
- Understanding that vocabulary choices can influence how a reader responds.
- Some experience of using ambitious vocabulary.

How will this term's content help with future learning?

This scheme provides students with the foundational creative writing skills required for GCSE English Language and supports their wider development as writers.

Students will build on this knowledge in Year 10 and Year 11 when completing AQA English Language Paper 1 Question 5 and other extended writing tasks. They will develop greater independence in planning, structuring and crafting responses and will increasingly be expected to make deliberate choices about language, sentence structure, paragraphing and narrative/structural techniques.

The skills developed will also support students across the wider English curriculum. The ability to select precise vocabulary, control sentence structures, organise ideas and consider the reader will support analytical writing, transactional writing and extended responses.

The scheme also establishes the foundations for students to understand and apply AO5 and AO6, enabling them to progress from developing basic creative writing skills in Year 9 towards producing controlled, engaging and technically accurate GCSE responses.

Common Misconceptions

Students may believe that:

- Creative writing means using lots of ambitious vocabulary. Students need to understand that precise, purposeful vocabulary is more effective than unnecessarily complicated words.
- More techniques = better writing. Techniques should be used deliberately to create a specific effect.
- Long sentences make writing more sophisticated. Effective writing uses a deliberate variety of sentence lengths and structures.
- Description means describing everything. Strong description involves selecting and developing significant details.
- A narrative needs lots of events. A successful narrative can focus on one central event and develop character, setting and atmosphere.
- Dialogue automatically makes a story more engaging. Dialogue should have a clear purpose, such as revealing character or moving the narrative forward.
- Every paragraph needs to be the same length. Paragraphs should be used to control changes in focus, time, place, character or atmosphere.
- Planning wastes valuable writing time. A brief, focused plan helps students organise ideas and structure their response effectively.
- Editing is only about correcting spelling mistakes. Editing should improve content, vocabulary, sentence structure, organisation and technical accuracy.

- Creative writing is separate from reading. Students should recognise that they can apply techniques they have identified in the writing of other authors to their own writing.

National Curriculum / Specification

This scheme of work covers the National Curriculum requirement for students to:

- write accurately, fluently, effectively and at length for pleasure and information;
- write for a range of purposes and audiences;
- adapt their writing for different forms;
- draw on knowledge of vocabulary, grammar and text structure;
- use increasingly varied and sophisticated vocabulary;
- use a range of sentence structures;
- make appropriate choices of formality and register;
- use Standard English where appropriate;
- plan, draft, edit and proof-read their writing;
- consider how their writing will be interpreted by the reader.

It also supports the KS3 requirement to develop increasingly accurate spelling, punctuation and grammar.

In addition to the above, the scheme of work also provides direct preparation for:

Paper 1: Explorations in Creative Reading and Writing

Section B – Writing

Students will eventually complete:

Question 5 – Creative writing

Students may be asked to write either a description suggested by a picture or a creative/narrative response to a written prompt.

Macbeth

Learning Objectives

- To consider the role of The Witches in the play
- To explore the first impressions of the character of Macbeth.
- To discuss Macbeth's reaction to the prophecies
- To discuss the immediate link established between the witches and Macbeth
- To understand the different portrayals of King Duncan and explore his characteristics displayed so far.
- To understand how the use of light and dark imagery highlights Macbeth ever increasing ambition.
- To understand the role of women in Shakespearean times and how Lady Macbeth either conforms or challenges these gender expectations.
- To consider the balance of power between Lady Macbeth and Macbeth.
- To explore the relationship between Lady Macbeth and Macbeth.
- To explore Macbeth's thoughts and concerns about committing regicide.
- To explore Macbeth's thoughts and concerns about committing regicide.
- To explore the Porter's role in the play.
- To explore the role of Macduff in the play and the reaction to Duncan's death.
- To explore Macbeth's main fears and his changing relationship with Banquo.
- To explore the changing relationship between Macbeth and Lady Macbeth.
- To explore the increasing violence and insensitivity Macbeth shows to violence.
- To understand the role of the ghost of Banquo in the play.
- To Explore the role of Hecate in the play.
- To understand what a tyrant is and how Macbeth could be seen to be a tyrant.
- To explore the purposes of the apparitions seen by Macbeth in this scene and to explore the impact of the witch's appearance.

- To explore Lady Macduff's feelings towards her husband in this scene.
- To understand the relationship between Macduff and Malcolm.
- To understand the demise of Lady Macbeth and what has caused it.
- To understand Macbeth's ultimate failure and demise.

What previous knowledge is required?

Prior to studying *Macbeth*, students will have developed a secure foundation in analytical reading and writing through their Key Stage 3 curriculum. They will have experience of:

- identifying and analysing language devices and structural features;
- exploring character, theme and setting within a text;
- supporting ideas with textual evidence;
- understanding writer's purpose and audience;
- writing structured analytical paragraphs (e.g. PEE/PEA).

Students will also have encountered Shakespearean language and dramatic conventions through earlier Key Stage 3 study, enabling them to approach the text with growing confidence. Previous exposure to themes such as power, conflict, loyalty and morality will support students in developing deeper interpretations of the play.

How will this term's content help with future learning?

The study of *Macbeth* forms a vital stepping stone towards GCSE English Literature, as it is one of the prescribed texts studied at Key Stage 4. This scheme of work develops the disciplinary knowledge, and analytical skills students will require for future success, particularly through:

- close analysis of Shakespeare's language and dramatic methods;
- exploring character development across a complete text;
- understanding the relationship between literature and its historical context;
- evaluating the impact of structure and stagecraft;
- constructing extended analytical responses supported by evidence.

The themes explored throughout the play—including ambition, power, fate, guilt, the supernatural and morality—provide students with opportunities to engage with complex ideas that underpin much of the GCSE Literature curriculum. The unit also develops students' confidence in reading challenging texts and broadens their literary vocabulary. Furthermore, studying Shakespeare strengthens students' understanding of how texts reflect the societies in which they were written and encourages them to become critical and thoughtful readers.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Plot retelling rather than analysis.

Students often describe the events of the play instead of exploring Shakespeare's methods and intentions.

-Identifying techniques without analysing their effects.

Students may recognise devices such as imagery or symbolism but need support to explain how these shape the audience's understanding.

-Viewing Macbeth as simply 'evil'.

Students will explore the complexity of his character and how ambition, manipulation and external influences contribute to his downfall.

-Assuming Lady Macbeth is powerful throughout the entire play.

Students will examine how her character changes and how guilt ultimately consumes her.

-Treating context as separate from analysis.

Rather than adding context mechanically, students will learn to integrate ideas about Jacobean beliefs, kingship and the supernatural into their interpretations.

-Finding Shakespearean language inaccessible.

Students will develop strategies to decode unfamiliar vocabulary and understand meaning through context.

National Curriculum / Specification

The scheme of work will reflect the skills and assessment objectives required for GCSE English Literature and English Language by developing students' ability to:

- maintain a critical and exploratory style;
- develop informed personal responses supported by textual references;
- analyse Shakespeare's methods and their effects;
- understand the relationship between the text and its historical and cultural context;
- communicate ideas clearly, accurately and coherently in extended writing.

Ultimately, the study of *Macbeth* aims to foster an appreciation of Shakespeare's enduring relevance whilst equipping students with the knowledge, analytical skills and cultural capital required for success at Key Stage 4 and beyond.

War and Conflict Poetry

Learning Objectives

- To understand why we study the Power and Conflict anthology and how it prepares us for GCSE English Literature Paper 2.
- To explore the historical and literary context behind *Ozymandias* and understand why Percy Bysshe Shelley wrote the poem.
- To analyse how Shelley presents power through language in *Ozymandias*.
- To understand how Shelley develops his message about power across the entirety of the poem.
- To explore the historical and social context behind *London* and understand why William Blake wrote the poem.
- Analyse how Blake presents suffering and oppression through language.
- To understand how and why we compare poems in the Power and Conflict anthology.
- To plan and write a comparative response to a GCSE-style poetry question.
- To understand how Romantic ideas influence Wordsworth's presentation of nature.
- To understand how Wordsworth's experience with nature changes throughout *The Prelude*.
- To analyse how Wordsworth presents the power of nature in *The Prelude*.
- To consolidate our knowledge of the Power and Conflict poems we have studied.

What previous knowledge is required?

Prior to studying War and Conflict poetry, students will have developed a secure foundation in analytical reading and writing through their Key Stage 3 curriculum. They will have experience of:

Reading and analysis

- How to identify and select relevant quotations.
- How to make inferences from a text.
- How to explain what a quotation suggests.
- How to zoom in on individual words and phrases.
- Basic understanding of connotations.
- How writers use language to create meaning and effects.
- How to construct a PEE/analytical paragraph.
- Basic understanding of language, structure and form.

Poetry

- Familiarity with common poetic techniques such as:
 - metaphor
 - simile
 - personification
 - imagery

- repetition
- alliteration
- rhyme
- enjambment
- contrast

- Understanding that poems can have different speakers, perspectives and messages.
- Some experience of explaining how a poet presents an idea or emotion.

Context

- Understanding that a poem is influenced by the time, place and circumstances in which it was written.
- Awareness that poets can use poetry to express opinions about society, politics, nature and human behaviour.

Comparison

- Students should have begun to compare how two writers present similar or contrasting ideas.
- Students should understand that comparison means exploring both similarities and differences, rather than writing two separate essays.

How will this term's content help with future learning?

The study of War and Conflict poetry provides an important bridge between Key Stage 3 and the demands of GCSE English Literature, particularly the AQA Power and Conflict anthology. The unit develops the disciplinary knowledge, and analytical skills students will require for future success through:

- close analysis of poetic language, structure and form;
- comparing writers' viewpoints and methods;
- exploring how context shapes meaning and interpretation;
- evaluating the effects of literary choices on the reader;
- constructing comparative analytical responses supported by evidence.

The thematic focus on power, identity, conflict, memory, nature and the human experience allows students to engage with complex ideas and develop empathy through literature. Students will also broaden their understanding of historical events and cultural perspectives, strengthening their ability to make connections across texts. Furthermore, the unit develops students' confidence when approaching unseen poetry and comparative tasks, both of which are essential skills for GCSE English Literature.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

- Identifying techniques without discussing their effects.

Learners may spot devices such as metaphor or personification but need support in explaining how they shape meaning.

-Assuming every war poem celebrates conflict.

Students will explore the wide range of perspectives presented, including trauma, loss, regret and the impact of conflict on ordinary people.

-Treating context as separate from analysis.

Rather than adding contextual information mechanically, students will learn to integrate it naturally into their interpretations.

-Believing comparison means finding only similarities.

Students will develop their understanding that effective comparisons explore both similarities and differences between texts.

-Focusing only on language.

Students will learn that form and structure are equally important in shaping the reader's response.

National Curriculum / Specification

Students will:

- Read a wide range of poetry from different genres, historical periods, forms and authors.
- Read high-quality English literature, including poetry from before 1914 and contemporary poetry.
- Develop understanding of vocabulary, context and meaning.
- Make inferences and support interpretations with textual evidence.
- Read critically by exploring how language, figurative language, vocabulary, text structure and organisational features present meaning.
- Recognise and analyse a range of poetic conventions.
- Understand how context contributes to meaning.
- Make critical comparisons across texts.
- Develop knowledge of a range of authors.

These are directly aligned with the KS3 English National Curriculum requirements for reading.

Students will also develop their ability to:

- Write accurately, fluently and effectively.
- Write analytical responses for different purposes.
- Use increasingly sophisticated vocabulary.
- Use appropriate literary terminology when discussing texts.
- Structure responses logically and coherently.

The KS3 curriculum specifically requires students to develop their use of age-appropriate vocabulary and literary terminology when discussing reading and to build on previously taught knowledge and skills.