



Year 9 Summer Term English Curriculum: students know how to develop a critical voice

Texts Year 9 will study:

Witches across time:

The Crucible by Arthur Miller

Poetry/non-fiction

Key points to learn, analyse and employ:

- the varying definitions of a witch-hunt
- what it was like to live in 1500s/1600s in Britain
- witches in 1600s (Salem and Pendle) and how they were treated
- conventions of a leaflet
- dramatic devices eg asides, entrances and exits.
- how a feminist reading impacts their understanding
- methods used to display an attitude to witches in non-fiction texts
- consolidate knowledge in a modern context

Speaking and Listening

Debate: which reading of the play works best

Homework:

Witches over time

Comprehension of reading

Curriculum GOALS Students will be able to:-

Inference (reading):

reflect on and manipulate other interpretations of texts across different periods, focusing on characters, settings and themes.

Writer's Intentions (reading):

Consider writer's choice of evidence in non-fiction texts eg expert opinion, statistics. Logos ethos pathos.

Reflection in Writing:

Create and manipulate other interpretations of texts across different periods, using settings, characters and themes.

Present contrasting characters linked by a theme.

Support your child at home:

- ✓ Can he/she tell you the plot of 'The Crucible'?
- ✓ Can he/she explain the depiction of witches over time?
- ✓ Can he/she read a book on the extended reading list published on the website?
- ✓ Can he/she explain each vocabulary word?
- ✓ Can he/she write the weekly spellings accurately?

Key vocabulary

Hysteria

Victimisation

Persecution

Orthodox

Unorthodox

Mob mentality