

Yr 9 English Curriculum Plan (Each row = 1 topic of study, taking place over 1 or 2 half terms)

| Topic | No of lessons | Key knowledge and skills | Progression and links | Pillar (KS3 only) | SEND/ More able | Assessment & recording; factual recall checks |
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| <u>Dystopian Fiction</u> | 48 | <ul style="list-style-type: none"> Students will closely analyse language, form and structure from a selection of extracts from dystopian fictional texts Students will closely consider the effect on different types of reader. Students will increase their writing and analysing skills in relation to analytical/technical vocabulary and written expression. Students will have opportunities for arguments through debates and the crafting of persuasive speeches Students will consider the impact of cultural and biographical detail from the eras of the texts' inception. Students will craft imaginative writing, using taught conventions and high-quality vocabulary. | <ul style="list-style-type: none"> Students are taught the key features of creative writing which can be applicable to media centred jobs. Students are taught about the impact that literature has had on the political and social landscape Students are taught about the political spectrum of views, laws, and freedoms of Britain and other western nations. | <p>Reading: each lesson requires either skim reading, scanning, or close analysis of a text.</p> <p>Writing: each assessment and its practice tasks require students to target purpose and audience in their writing</p> | <p>More able are directed towards supplementary dystopian texts and short stories.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable and at a level appropriate to their ability.</p> | <ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment halfway through the half term (imaginative writing in a dystopian world) Summative assessment at the end of the half term (imaginative writing in a dystopian world) |
| <u>Animal Farm or Of Mice and Men</u> | 48 | <ul style="list-style-type: none"> Students will closely analyse language, form and structure from a the teacher-selected option of 20th century text. Students will increase their writing and analysing skills in relation to analytical/technical vocabulary and written expression. Students will consider the importance of theme and character development across their novel. | <ul style="list-style-type: none"> Students consider the hardships faced by farming communities in OMaM. Students are taught about the impact war has on society through Animal Farm and the role of a dictatorship vs democracy. | <p>Oracy: students learn to debate and take part in Socratic discussions throughout the topic</p> <p>Problem solving: students are challenged to work out the links</p> | <p>More able are directed towards videos of different interpretations of key monologues and soliloquys on YouTube.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable</p> | <ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment halfway through the half term for Question A. Formative assessment at the end of the Autumn Term for Question B Summative assessment midway |

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| | | <ul style="list-style-type: none"> Students will consider how the novel represents aspects of life in the texts' context and how biographical details of the author influenced the novel's creation. Students will begin to write PETER paragraphs and PEEC paragraphs in their analysis of the text. | | between text and context | and at a level appropriate to their ability. | through Spring Term one (Both question A and B). |
| <u>Othello</u> | 96 | <ul style="list-style-type: none"> Students will closely analyse language, form and structure in sections of Shakespeare Students will be introduced to and explain the effects of form, structure, and linguistic features specific to Shakespeare such as meter, soliloquys, and neologisms. Students will continue to practice their PETER and PEEC structures for questions A and B on the Literature paper. Students will learn how Shakespearean context is evidenced in the construction and language of the play | <ul style="list-style-type: none"> Students learn about racial conflicts through history and the effects of colonial exploration. Students learn the history of sexist attitudes and relationships. Students consider the effects of prejudice, anger, and abuses of power on society, | Reading: students learn to tackle difficult texts and the strategies to decode it. | <p>More able students may explore the influence of context on modern poets, including through documentaries and other media.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable and at a level appropriate to their ability.</p> | <ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment at the end of the Spring Term (QA) Formative assessment midway through spring 2 (QB) Summative assessment halfway through Summer Term 1 (QA and QB). |
| <u>Tragedies and Disasters</u> | 72 | <ul style="list-style-type: none"> Students will learn the difference in tone and form of a variety of non-fiction texts including articles, letters, and reviews. Students will learn to use appropriate features of formal writing for various audiences and purposes including complaints and persuasion. Students will learn to recognise bias and analyse the linguistic methods used to show it. Students will produce their own writing to suit a variety of purposes | <ul style="list-style-type: none"> Students learn about actual events that have shaped societies across the globe Students consider bias in the media and learn how to detect it for themselves. Students develop empathy through reading real-life accounts of natural and other disasters | Writing: students consider appropriate ways to appeal to an audience and communicate viewpoints effectively. | <p>More able students can access further sources of media that cover the events and are encouraged to conduct further analysis of bias and viewpoint presentation</p> <p>SEND students are supported via teacher differentiation, questioning and TA</p> | <ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment halfway through the half term (comparative analysis of two non-fiction texts) Summative assessment two weeks into final half term: transactional writing practice piece. |

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| | | <p>and audiences in non-fiction formats using appropriate and accurate communication.</p> <ul style="list-style-type: none"> Students will learn to analyse linguistic choices in non-fiction texts in detail and the differences between this and previous fiction analysis. | <p>and their consequences.</p> <ul style="list-style-type: none"> Students are exposed to many different types of non-fiction writing and discuss the professions that create them. | | <p>support if applicable and at a level appropriate to their ability.</p> | |
| Places Poetry | 35 | <ul style="list-style-type: none"> Students will closely analyse the use of language, form and structure by different writers across a range of poetry that deals with specific settings Students will learn the structural and linguistic features specific to poetry such as meter, verse forms, and punctuational manipulation. Students will build on their skills of linguistic analysis by writing more detailed PETER paragraphs and 'exploding' quotations in more depth. Students will learn to integrate the analysis of language and structure within paragraphs. Students will learn how to comment on aural devices appropriately such as sibilance, alliteration, plosives/fricatives, and rhythmic features. Students will learn how to compare in detail by cross-references specific quotations from two poems in a PEEL paragraph format. | <ul style="list-style-type: none"> Students consider the influence of a person's national origins and how ties to geographical regions shape their viewpoints Students learn to consider the impact of strong feelings on a person's perception of the world and their circumstances. | | <p>More able students are encouraged to explore and comment on the more complex aspects of poetry in their responses such as metrical construction and stanza format.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable and at a level appropriate to their ability.</p> | <ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment at end of summer term (comparison of two poems from the collection) |
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