

Year 9 Long Term Plan	Unit 1 → 9 weeks	Unit 2 → 9 Weeks	Unit 3 → 9 Weeks	Unit 4 → 9 Weeks
Exploratory question:	<i>How does literature explore changing morality?</i>	<i>How can writing express the range and depth of human emotion?</i>	<i>How does literature challenge views on human relationships?</i>	<i>How can literature explore significant moral and existential ideas of an age?</i>
Core Text/writing focus:	An Inspector Calls View Point Reading/Writing	Voice and Vision Poetry Poetry writing Creative writing	Macbeth Transactional Writing	The Strange Case of Dr Jekyll and Mr Hyde Creative Writing
Assessment:	1 x Writing 1 x Reading 1 x Reading Summative Summative Composite: ✓ Character ✓ Context ✓ Writer's intent.	1 x Writing 1 x Reading 1 x Writing Summative Summative Composite: ✓ Narrative perspective ✓ Emotional intent ✓ Tension ✓ Narrative Structure	1 x Writing 1 x Reading 1 x Reading Summative Summative Composite: ✓ Tracking a theme. ✓ Character ✓ Writer's intent.	1 x Writing 1 x Reading 1 x Writing Summative Summative Composite: ✓ Narrative perspective ✓ Narrative Structure ✓ Characterisation ✓ Describing setting.
Links to prior knowledge:	Humanity Unit Villains Animal Farm War poetry Outsiders in Society Noughts & Crosses Viewpoint & Voice	Poetry Gothic Shakespeare's Literature Creative Writing	Humanity Unit Poetry Gothic Shakespeare's Literature: - The Tempest An Inspector Calls Viewpoint & Voice	Humanity unit Gothic Unit An Inspector Calls Creative Writing
Links to future knowledge:	Mistreatment in society - Blood Brothers - A Christmas Carol Generational divide - Romeo & Juliet Viewpoint & Voice	Poetry Romeo and Juliet Blood Brothers A Christmas Carol Creative Writing	The Strange Case of Dr Jekyll & Mr Hyde. Shakespeare's Literature: - Romeo and Juliet Viewpoint & Voice	A Christmas Carol Creative Writing
Key concepts:	Poverty Justice Family Prejudice Morality Society Humanity	Love Religion Identity Marriage Loyalty Morality	Power Morality Humanity Identity Loyalty	Religion Prejudice Morality Humanity Society Identity

Curriculum Intent:

"Our curriculum aim is to promote resilient and curious pupils, who can achieve consistent improvement by being challenged in a stable and safe learning environment. Underpinning our curriculum is a belief that English fosters a rich and varied awareness of the world and of the people in it; as pupils move through the school our curriculum seeks to develop this awareness and provide them with an opportunity to question and engage with the society and environment around them. Through development of pupils' knowledge, we aim to empower young people personally and academically. Our goal is to cultivate a strong sense of self-efficacy in our pupils, through their study of English, so they can leave school with optimism and a conviction that they can make a difference in the wider world."

Curriculum connections:

- English is a subject centred on human life and experience
- English explores this as interior: individuals' thoughts and emotions; and exterior: relationships with others and society.
- Regarding the 'internal', there are core emotions that run through the curriculum: love, fear, greed, ambition, hope – to name some of the more prominent.
- Regarding the 'external', there are core ideas that run through the curriculum: power, otherness, violence, secrecy, dependence, family – to name some.
- Both these aspects of human experience have been mapped into the curriculum sequence, with pupils garnering a deeper knowledge of how literature portrays the complex experiences of human life, via authors' works, from Year 7 through to Year 11.
- Writing in the curriculum is interleaved to work alongside these and is based on the idea that pupils can master language to take views on and reflect human experience and emotion, in line with their intentions when writing.

Curriculum Progression

- As pupils progress through our curriculum they not only track concepts, ideas and knowledge, but progress in both their understanding of them and their application of them.
- Pupils will learn fundamentals of key components in year 7 and be assessed in line with the knowledge taught at this position of the curriculum; as pupils progress they will be assessed on more complex or sophisticated knowledge and be able given opportunity to write more advanced or developed pieces of work.
- This progression is mapped into both our curriculum and assessment model, whilst never seeking to limit any pupils' potential.

Ludus Admirandus