



Armfield Academy – Department of English – Key Stage 3

2025-26 Year 9 Curriculum Overview



Half Term 1	
Date	Modern Drama
	Noughts and Crosses
Week 1	Revise literature genres with a particular focus on dystopic fiction
Week 2	Research and investigate the context surrounding the author Malorie Blackman, her motivations and intentions as an author
Week 3	Write a range of imaginative fiction texts that demonstrate the ability to empathise, perspective writing and description [application]
Week 4	Read and annotate, where necessary, details on plot, theme and character in the play as it is read aloud as a class
Week 5	Write two non-fiction newspaper articles that demonstrate the associated writing skills and understanding of bias [application]
Week 6	Analyse the efficacy of techniques used within effective monologues and the impact these choices have on an audience
Week 7	Plan and write a monologue based upon a selection of scenarios linked to key characters and themes [application]
	Apply understanding of the play to a selection of oracy based group and individual tasks
	* [feedback] all independent applications are subject to peer / self-reflection, whole-class feedback and / or teacher assessment
Half Term 2	
Date	Novella Study
	Of Mice and Men
Week 1	Research and investigate the context of the Great Depression in which the novella is set with a particular focus on marginalisation
Week 2	Apply new understanding of migrant workers to a creative writing task which demonstrates empathy and compassion [application]
Week 3	Read and annotate, where necessary, details on plot, theme and character in the play as it is read aloud as a class
Week 4	Explore the power of language choices made by and author with a particular focus on racial, misogynistic and ageist slurs
Week 5	Identify and analyse the role and purpose of key characters within the novella, exploring authorial intent and effect on reader [application]
Week 6	Learn about how a writer crafts texts to create suspenseful atmospheres
Week 7	Plan and write an extended essay response that focuses on the marginalisation of a key character in the novella [application]
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Half Term 3	
Date	Viewpoint Writing
	Community Conflicts
Week 1	Develop an understanding of non-fiction viewpoint writing and the language/structural devices deployed by authors of these texts
Week 2	Explore a controversial documentary as stimuli to plan and craft own discursive text about 'The Man Who Eats Road Kill' [application]
Week 3	Assess how writers evoke emotional responses through powerful language choices
Week 4	Apply understanding of viewpoint texts and emotive language techniques to a letter [application]
Week 5	Practise correct use of technical and grammatical skills to improve non-fiction viewpoint writing output
Week 6	Understand how oracy can be used as a platform to spark change and communicate important messages effectively
	Further apply understanding of viewpoint texts ,balanced arguments and effective persuasive techniques to a speech [application]
	* [feedback] all independent applications are subject to peer / self-reflection, whole-class feedback and / or teacher assessment
Half Term 4	
Date	Literature Study
	Texts Through Time
Week 1	Develop an understanding of the literary timeline and how authors, texts and styles have evolved overtime
Week 2	Discuss and explore the theme of childhood and how attitudes to children may have changed
Week 3	Investigate the contexts of the time periods within this unit of learning including: Renaissance, Neoclassic, Victorians, Modern & Post Modern
Week 4	Apply understanding of theme and context to a range of texts through written analysis, class discussion and comprehensions [application]
Week 5	Employ creative writing skills to write fictional texts inspired by the literature studied so far [application]
Week 6	Plan and write an extended essay to compare the attitudes to children during the literary timeline and how authors depicted this [application]
	* [feedback] all independent applications are subject to peer / self-reflection, whole-class feedback and / or teacher assessment
Half Term 5	
Date	Poetry Anthology
	Voices of Literature
Week 1	Show an existing knowledge of poetry and poetic devices and develop a knowledge of additional techniques
Week 2	Develop an understanding of propaganda and how poets are used as conduits for this
Week 3	Through annotation and discussion, identify how methods are used to present the theme in a range of poems [application]
Week 4	Link contextual awareness to each analysis of the poems in the anthology
Week 5	Compare and contrast how a theme is conveyed across two poems. [application]
Week 6	Further explore the similarities and differences of the poems in the anthology in relation to the theme and develop analytical writing skills
	Plan and write a poetry comparison essay which analyses the theme within two poems [application]
	* [feedback] all independent applications are subject to peer / self-reflection, whole-class feedback and / or teacher assessment
Half Term 6	
Date	Shakespeare Play
	Romeo and Juliet
Week 1	Revise the context of the Elizabethan and Jacobean eras. Annotate details on the play's plot, themes and characters
Week 2	Discuss and write about the significance of key themes within the play [application]
Week 3	Identify and explore how Shakespeare creates tension across the play through annotations and comprehension
Week 4	Develop confidence to identify and analyse key quotes from across the play through quotation explosions
Week 5	Transfer understanding of the play so far to a descriptive writing [application]
Week 6	Understand the structure and process of effective debating
Week 7	Plan and take part in a debate about the theme of responsibility with peers [application]
	* [feedback] all independent applications are subject to peer / self-reflection, whole-class feedback and / or teacher assessment