CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 9

SUBJECT	English
INTENT	Studying English at Chorlton High School allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.

Year Group	9					
Rationale/ Narrative	Year 9 2019-20 has been designed to build students' cultural capital, develop students' vocabulary and ability to read confidently and for meaning and to lay the foundations for their GCSE study of English Literature and Language. Whilst the units have been designed with the GCSEs in mind, they have also been designed to engage and to broaden the students' knowledge webs before they come to study their set Literature texts in Year 10. The Macbeth unit for example will cover the contextual background of the play in depth, spending time delving into the life of Shakespeare and King James I and the many societal concerns that were prevalent at the time, such as witchcraft. Instead of reading the play as a whole (which they will go on to do in YEAR 10), students will build a sound picture of the context and look at the key scenes which should act as a solid foundation of knowledge as they move into YEAR 10. A similar engaging and exciting approach has been taken for the other units, studying a variety of interesting topic material taught in a creative way, which is all linked to a range of themes, wider ideas and texts studied in YEAR 10 and 11 whilst also building confidence with the skills needed to be demonstrated.					
	Autumn 2 **What Makes us Human?**	**Autumn 2** **Of Mice and Men**	**Spring 1** **Macbeth**	**Spring 2** **Poetry – OBSESSION AND POSSESSION**	**Summer 1** **Jekyll and Hyde**	**Summer 2** **Jekyll and Hyde followed by Coral Island Project**
KNOWLEDGE	<u>Thematic Unit</u> *A range of fiction and non-fiction extracts centered around the theme of what makes us human from the 19th, 20th and 21st century will be explored *Purpose/Audience/Form *Appreciation of writers' craft	<u>20th century American Novel</u> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas	<u>Shakespeare Play</u> *Students will predominantly learn about the social and historical context surrounding the play and the key scenes ahead of the full study of the play in Year 10.	<u>Poetry</u> *The overall ideas presented in all of the anthology poems *Overarching themes *Social and historical context *The methods used by the poets to convey key ideas	<u>19th Century Novel</u> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas	<u>19th Century Novel</u> *Plot *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas

<u>Creative Writing Project</u> *Constructing a story *Building characterisation *Incorporating linguistic devices into writing *Developing a clear, structured narrative |
| **SKILLS** | *Exploration of language and structure used for effect within a range of texts | *Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses | *Understand the context of the play and how that links with the ideas within that text – show deep | *Show an awareness of how to draw links between the poems | *Understand the context of the text and how that links with the ideas within that text – | *Understand the context of the text and how that links with the ideas within that text – |

*Analyse the use of language and structure and its impact on the reader *Understand the context of a text and how that links with the ideas within that text *Embed a range of quotes and references to support their ideas *Develop their ability to craft their own pieces of writing, using an appropriate 'voice' and range of devices for impact using a variety of texts and wider ideas as inspiration.	*Plan essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated essay *Analyse the use of language and its impact on the reader *Understand the context of a text and how that links with the ideas within that text *Embed a range of quotes and references to support their ideas	understanding of the context of this play *Show an awareness of the writer's methods *Analyse the use of language and its impact on the reader *Embed a range of quotes and references to support their ideas in essay responses to the play	*Show an awareness of the poets' methods *Analyse the use of language and structure in poetry and its impact on the readers *Understand the context of the poems and how that links with the ideas within the poetry *Embed a range of quotes and references to support their ideas	show deep understanding of the context of this play *Show an awareness of the writer's methods *Analyse the use of language and structure and its impact on the reader *Embed a range of quotes and references to support their ideas in essay responses to the play	show deep understanding of the context of this play *Show an awareness of the writer's methods *Analyse the use of language and structure and its impact on the reader *Embed a range of quotes and references to support their ideas in essay responses to the play *To develop their ability to consciously craft a piece of creative writing. *To develop their oracy skills and ability to communicate their ideas effectively through presenting their finished stories to their peers.
ASSESSMENTS	*Students will complete THREE progress checks across this half term. These progress checks will:* *Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively *Check for technical accuracy (QWC) *Check students' ability to analyse language and structural choices made by writers	*Students will complete 5 assessment points across the autumn term. The TWO progress checks within this half term will be based on OMAM and will:* *Check students' ability to write creatively, ensuring that they engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece. *Check for technical accuracy (QWC) *Consolidate the students' awareness of characters and events *Ensure that students are developing the quality of their analysis of the writer's craft.	*Students will complete 5 assessment points across the spring term. The TWO progress checks within this half term* will: *Check students' ability to write creatively, using the text as a stimulus ensuring that they engage their readers throughout and blend their devices effectively *Check their ability to confidently present their ideas, consolidating their understanding of how to	*Students will complete THREE progress checks across this half term. These progress checks will:* *Consolidate the students' understanding of the poems * Ensure that students are developing their level of analysis through a comparative response *Check students' ability to write	*Students will complete 5 assessment points across the summer term. The TWO progress checks within this half term* will: *Check students' ability to write creatively using the text as a stimulus, ensuring that they engage their readers throughout and blend their devices effectively as well as considering how well they structure their	**Students will complete THREE progress checks across the half term. These progress checks will:** *Consolidate the students' awareness of characters and events *Ensure that students are developing the quality of their analysis of the writer's craft. *Check students' ability to write creatively using the text as a stimulus, ensuring that they

	*Check personal opinions on texts they read across 19th, 20th and 21st centuries		successfully apply the oracy protocols in a group debate.	creatively using poetry as a stimulus, ensuring that they engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece. *Check for technical accuracy (QWC)	piece. *Check for technical accuracy (QWC) *Consolidate the students' awareness of characters and events *Ensure that students are developing the quality of their analysis of the writer's craft.	engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece. *Check for technical accuracy (QWC)