



CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	9					
Rationale/ Narrative	<p>The overarching theme for Year 9 is human nature. The start of students' GCSEs takes a "grittier" and more exploratory study into big ideas about who we are and how different writers have interpreted this question. AO3 ideas and big questions are therefore at the heart of this year. Year 9 is not a "dress rehearsal" for examinations at CHS. Year 9 2021-22 has been designed to build students' cultural capital, develop students' vocabulary and ability to read and write confidently and for meaning and to lay the foundations for their GCSE study of English Literature and Language. We recognise what a fantastic bridging opportunity the Year 9 curriculum is between KS3 and 4</p> <p>In Autumn 1, students have the opportunity to develop analysis skills regarding characters, plot, themes and settings. Our novel choices carefully consider a conscious curriculum of different voices, representations and encourage students to engage with what it means to live in a diverse society. One of our ability groupings deliberately study Wilde's Dorian Gray as a clear precursor to the themes and ideas in Stevenson's Jekyll and Hyde to make connections with a text they have historically found more challenging. We have ensured these groupings of students have still had access to a diverse range of voices across their curriculum.</p> <p>The Autumn 2 unit titled "what makes us human?" uses fiction and non-fiction extracts from a wide range of historical periods and diverse writers to practise English Language skills, such as discursive writing, in an imaginative and creative way that also connects to key themes and ideas within our KS4 Literature texts. This unit asks big questions such as "what is beauty?" and "how can we fight for change?".</p> <p>The Macbeth unit will cover the contextual background of the play in depth, spending time delving into the Jacobean period and the many societal concerns that were prevalent at the time, such as witchcraft. All students will get the opportunity to see a performed version of the play to bring it to life and encourage students to see the play as a performed piece. Instead of reading the play as a whole this year (which they will go on to do in Year 10), students will focus on context and look at the key scenes which should act as a solid foundation of knowledge as they move into Year 10.</p> <p>The poetry unit, in a step up from KS3, introduces the skill of comparison, with poems from a diverse range of poets, thematically linked to the Love and Relationships GCSE anthology but without offering just a narrow diet of examined poems.</p> <p>We have brought our pre 19th century GCSE text into year 9 as we feel it thematically links to the other units and for early exposure to this challenging text. This is so that each year of KS4 can revisit this text and strengthen students' knowledge, memory and understanding.</p> <p>The desert island project is a shorter bridging unit to set up the start of Year 10. It places students in the same situation as the boys stranded on the Lord of the Flies Island and uses creative writing and comparisons to a Victorian adventure narrative to explore what students would do.</p>					
	<u>Autumn 1</u> Novel Study	<u>Autumn 2</u> What Makes us Human?	<u>Spring 1</u> Macbeth	<u>Spring 2</u> Poetry Comparison	<u>Summer 1</u> Jekyll and Hyde	<u>Summer 2</u> Jekyll and Hyde followed by Desert Island Project
KNOWLEDGE	Novel *Plot	Thematic Unit	Shakespeare Play	Poetry	19th Century Novel *Plot	19th Century Novel *Plot



CHORLTON HIGH SCHOOL: CURRICULUM

	<ul style="list-style-type: none"> *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas <p>See individual SOW for novel specific knowledge covered</p>	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *A thematic focus on confession and obsession (which is also one key aspect of the GCSE anthology poems such as Porphyria's Lover, Farmer's Bride, What We Two Parted, Sonnet 29 ect.) *The ideas presented by poets about types of love and relationship *Overarching themes *Social and historical context *The methods used by the poets to convey key ideas 	<ul style="list-style-type: none"> *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas *Victorian Britain e.g. class, industrialisation, scientific advancement, founding of the police force, urban terror, new theories such as Freud and Darwin *The Gothic and Detective genre *Robert Louis Stevenson *Concepts of duality, alter ego, repression, social expectation 	<ul style="list-style-type: none"> *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas <p><u>Creative Writing Project</u></p> <ul style="list-style-type: none"> *Constructing a story *Building characterisation *Incorporating linguistic devices into writing *Developing a clear, structured narrative *Fiction comparison *Concept of parody and intertextuality *Colonial and post-colonial criticism
SKILLS	<ul style="list-style-type: none"> *Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *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 	<ul style="list-style-type: none"> *Exploration of language and structure used for effect within a range of texts *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. 	<ul style="list-style-type: none"> *Understand the context of the play and how that links with the ideas within that text – show deep 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 	<ul style="list-style-type: none"> *Show an awareness of how to draw links between the poems (comparison) *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 	<ul style="list-style-type: none"> *Understand the context of the text and how that links with the ideas within that text – 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 	<ul style="list-style-type: none"> *Understand the context of the text and how that links with the ideas within that text – 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.



CHORLTON HIGH SCHOOL: CURRICULUM

<p>ASSESSMENTS</p>	<p><i>Students will complete THREE assessment points across this half term and will:</i></p> <ul style="list-style-type: none"> *Assess the ability to extract relevant information or use references to analyse the presentation of characters and themes *Consolidate the students' awareness of characters and events *Ensure that students are developing the quality of their analysis of the writer's craft. *Check for technical accuracy (QWC) 	<p><i>Students will complete TWO progress checks across this half term. These progress checks will:</i></p> <ul style="list-style-type: none"> *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 *Check personal opinions on texts they read across 19th, 20th and 21st centuries 	<p><i>Students will complete THREE progress checks across this half term. These progress checks will:</i></p> <ul style="list-style-type: none"> *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 successfully apply the oracy protocols in a group debate. 	<p><i>Students will complete TWO progress checks across this half term. These progress checks will:</i></p> <ul style="list-style-type: none"> *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 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) 	<p><i>Students will complete THREE progress checks across this half term. These progress checks will:</i></p> <ul style="list-style-type: none"> *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 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. 	<p><i>Students will complete TWO progress checks across the half term. These progress checks will:</i></p> <ul style="list-style-type: none"> *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 engage their readers throughout and blend their devices effectively as well as considering how well they structure their piece. *Check for technical accuracy (QWC)
---------------------------	--	---	---	--	--	---