

Subject: English

Year group: 9

Department Curriculum Vision: Northwood students will develop their personal voice through a love of literature

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	Reading and analysing ‘The Hunger Games’ by Suzanne Collins. Develop analytical writing skills and inspire students' confidence in their own opinions. Students will consider: • Dystopian Literature • Writer's purpose and messages • **Novel v. film presentations (why are they different) • The effect of characterisation	Dystopian Creative Writing - in line with AQA Language Paper 1 Section B Key skills: Writing: • Variety of punctuation • Organisation of writing (including paragraphs) • Making writing appropriate for task, reader and purpose • Developing creativity • Developing vocabulary
Skills: (know how...)	-Infer and deduce information -Identify and evaluate structural techniques and language choices/techniques -Develop vocabulary -Write analytically in detail -Evaluate conventions of the dystopian genre	The purpose of this unit is to embed students' understanding of the dystopian genre from their previous learning, whilst developing their creative writing skills. Students will consider: • How to effectively incorporate features of dystopian literature, using their understanding of today's world. • How to accurately and effectively use punctuation in their writing. • What they find effective in stories and how they can adopt this in their work.

Key vocabulary	dystopian convention plummet mayhem sincere tribute ominous propaganda sordid anarchy harmony deterrent predicament dehumanisation ascending loathsome iridescent scrupulously totalitarian arduous tumultuous	Prevalent Arduous Vicinity Forte Anatomy Inexplicably Irreverent Fabricated Entwining Ascending Writhing Discerning Apathetic Propaganda Dehumanisation Dissent Loathsome Congeal Unprecedented Obscene Meticulous Evasively Atonement Abyss Radical Traitor Authentic Conflict Autonomy Power asymmetry Anarchy Avarice Harmony (political or social) Barren (setting) Infernal (setting)
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Mid Term Assessment	How is Katniss presented in the following extract? [extract based from an early chapter from the novel]	Using the stimulus (images) on the board to support you, write the opening to a story where you describe a dystopian setting.
End Term Assessment	How is Katniss presented as a changed character? [considering the novel as a whole]	A creative writing competition has the theme: 'Dystopian Short Stories' Write your entry for the competition.
	Spring 1	Spring 2
Content: (Know what...)	Opinion Based Writing - in line with AQA Language Paper 2 Section B This is the first scheme of work that focuses on non fiction writing for Year 9. The MUA is a speech to introduce students to speech writing, planning and presenting for GCSE Speaking & Listening. The EUA is an article to focus on the skills for English Language Paper 2 Question 5.	Studying Victorian Literature - 'The Withered Arm' by Thomas Hardy This is the first SOW for Year 9 that is focused on Victorian literature. This content and skills will help them for GCSE and particularly for A Christmas Carol.

Skills: (Know how...)	Key skills • How to use different types of Paragraphs - CRAM, IDEAL. • Identifying facts and opinions. • Using persuasive techniques. • Using counter arguments. • Using accurate and a range of punctuation. • Using a range and varying openers. • Developing presentation and oracy skills.	Key skills • Analysing language within a Victorian context • Supporting ideas using appropriate evidence • Exploring writer's message and effect on the reader • Understanding context on Victorian England • Understanding key vocabulary from Victorian Literature
Key vocabulary	Direct Address Anecdote Fact Opinion Rhetorical Question Hyperbole Emotive Language Statistics Triples Counter Argument Detest Abhor Abomination Loath Adore Respect Urge Implore Admire Admonish Deter Detest	Context Gothic Deprived Destitution Poverty Sublime Outcast Ostracised Colloquial Dialect Social hierarchy Distorted Seize Ghastly Antagonist Protagonist Ailment Oppressed

	Commned Advocate Protest	
Mid Term Assessment	Write a speech based on 'Room 101'	To answer two questions in line with the AQA Language Paper 1: Question 1: Identify four things from the given section of text (5 minutes) How has the writer used language to... (20 minutes)
End Term Assessment	Write an article on the statement: "Holidays don't need to be faraway and expensive. You can have a great holiday here in the UK":	To answer a question in line with the AQA Language Paper 1: A student who read The Withered Arm said, "This part of the story is gruesome. None of the characters have happy endings." To what extent do you agree with the student?
	Summer 1	Summer 2
Content: (Know what...)	'An Inspector Calls' by JB Priestley This is the first GCSE scheme of work for Year 9 that is focused on one of the four literature topics. The content and skills learnt is integral for their GCSEs.	AQA Poetry Anthology: War Poems This is the second GCSE SOW for Year 9 that is focused on the second literature topic. The content and skills learnt is integral for their GCSEs. The poems year 9 will cover this half term are: • Bayonet Charge • Charge of the Light Brigade • Kamikaze

		• Remains • War Photographer
Skills: (Know how...)	Key skills • Analysing dramatic devices, language and structure • Reflecting how the play is performed, looking at the importance of stage directions, tone of voice, body language • Supporting ideas using evidence • Priestley's message and effect on the audience • Understanding context on Edwardian England (early 1900s) • Understanding key vocabulary linking to the play such as capitalism, socialism, responsibility	Key skills • Analysing poetic devices, language and structure • Supporting ideas using evidence • Identifying and discussing the 'big ideas' in a poem • Authorial intent (message and purpose) • Applying knowledge about the poems' historical context (WWI) to aid interpretation. • Understanding key vocabulary relevant to ideas about war, patriotism, propaganda, horrors/realities of war, memory, PTSD
Key vocabulary	Dramatic irony Props Lighting Stage directions Pause Pace Cliff hanger Circular structure Motif Climax Opening Long speeches Interjection Interruption Audacious Authority Capitalism Catalyst Community Culpable	Bayonet Trauma Patriotic Honour Disillusioned Conflict Glory Intoxicated Armistice Impassive Kamikaze Looter Spools Volley Sabre Criticise Indoctrination Glorify Catastrophe Deadly

	Degradation Delve Didactic Differentiate Dramatic Irony Edwardian Enigmatic Feminism Fluctuate Hierarchy Insidious Morality Omniscient Patriarchal Pivotal Pompous Social responsibility Socialism	Desperate Disillusioned Disturbed Endure Exploited Hopeless Trapped Suffering Vulnerable
Mid Term Assessment	How far is Sheila presented as a selfish character in An Inspector Calls?	Compare how the writers present the impact of war in two poems
End Term Assessment	EUA: How is [insert character] presented as an [adjective] character? This is the end of Key Stage 3 test and the question is decided near the time of the assessment as the department wish to emulate what it is like for the GCSE students not knowing what will come up in their exams	
Additional information		

Homework	Creative Writing, Analytical Writing Practice, Research, Presentations, Writing a Speech, Creating artwork/posters, Revision for Assessments/End of Term Assessments
Extra curricular and enrichment opportunities	• Please check out our supra curricular booklet put together for year 9 to support with enrichment opportunities
Useful links that will support learning	• Senecalearning.com • BBC Bitesize English https://www.bbc.co.uk/bitesize/subjects/zt3rkqt • Television and Film adaptations of literary works such as 'An Inspector Calls' • CGP or SNAP Revision Guides for each Literature set text.
How parents can support learning	• Read 'An Inspector Calls' and the AQA Power and Conflict poetry anthology and discuss them with your child. • Encourage your child to read regularly and in a way that challenges them. This should include fiction and nonfiction. • Check your child's homework for spelling, punctuation and grammar. Help them to make corrections and develop accurate writing skills. • Ensure students have copies of their set texts and revision guides if possible. • Check out tasks on the supra curricular booklet to further enhance your child's learning