

			Year 9 Long Term Plan	
Year 9 TERM 1	Play - Our Day Out By Willy Russell	KEY WORDS	Rationale	Links to Wider Curriculum and Careers.
	<b>SUMMATIVE ASSESSMENTS</b> <b>Reading</b> - Comprehension task. Using a chapter from the text - answer the following questions. Key Skills 1 2 3 <b>Writing</b> - Write an article about the effects of poverty on children. Key Skills 1 2 5 <b>Reading</b> - To what extent does Russell create sympathy for ..... throughout the play? Language analysis - Evidence to support your answers. (Use extracts from original text) Key Skills 1 2 3 <b>FORMATIVE ASSESSMENTS</b> Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model.	Comedy  Empathy  Depression (economic)  Analysis  Structure  Poverty  Simile  Metaphor  Context  Plot	<p>In this unit, I will analyse the ways in which Willy Russell uses literary devices to create sympathy for one of the characters in 'Our Day Out', <b>throughout</b> the text. I will explore the character, identifying, inferring and explaining how Russell creates sympathy. I will link information from the whole of the text and will explore the themes of empathy and poverty that relate to our chosen character. I will also study the theme and the effects of poverty. Here, I will take part in discussions about my own/friends/family's experience of poverty.</p> <p><b>For the transactional writing component, I will demonstrate my understanding of purpose, audience, tone and format by producing an article about the effects of poverty on children.</b> I will develop my ability to write accurately and fluently by studying and producing non-fiction writing on the theme of poverty. I will develop my skills in writing by constructing well-structured arguments and my supporting ideas with any necessary factual detail. I will draw on my knowledge of rhetorical devices from my reading and discussions to enhance the impact of my article writing.</p>	<p>This study links to Emotional Literacy as it delves into the effects of poverty on children. It also links with history and geography as poverty has been an issue throughout time and can depend upon geographical areas. Links to Careers. Social work, writer and counsellor.</p>
TERM 2	Modern Fiction - Childhood - Growing up in adversity - Stone Cold	KEY WORDS	Rationale	Links to Wider Curriculum and Careers
	<b>Summative Assessments</b> <b>Writing</b> - Do you think that charities encourage people to live on the streets? Write a speech giving your view. Key Skills 2 3 4 <b>Reading</b> -How is the character of Shelter introduced and developed in Stone Cold? Key Skills 1 2 3 <b>Transactional Writing</b> - Create a leaflet about volunteering to help homelessness young people using persuasive features. Key Skills 2 3 5 <b>Formative Assessments</b> Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model	Philanthropy  Sympathy  Persuasive  1 <sup>st</sup> person  Alienated  Analysis  Format  Tone  Adjectives  Purpose  Auience	<p>This unit is taught now as a return to modern fiction. Students have already studied both fiction and non-fiction texts on the theme of poverty and isolation and have identified that there are many causes and effects, both historically and in the present.</p> <p>In this unit, students will reflect on the theme of poverty and isolation and link this to homelessness. Students will develop their writing by producing a convincing speech to suit audience and purpose. Students will analyse 'Shelter', how he is introduced and developed throughout the text. They will synthesize information and give convincing explanations about how structure has been used effectively to develop the character.</p> <p><b>For the transactional writing component, students will clearly demonstrate the purpose, audience, tone and format for the task.</b> They will develop their ability to write accurately and fluently for a range of purposes by studying and producing non-fiction writing on the theme of homelessness. They will learn to write well-structured texts, supporting ideas with any necessary factual detail. They will draw on their knowledge of rhetorical devices from their reading and listening to enhance the impact of their leaflet writing.</p>	<p>This study links to emotional Literacy and Curriculum for life. It also links to geography as pockets of homeless people congregate in large towns and cities.</p> <p>Links to Careers: Social worker, journalist and armed forces.</p>

TERM 3	Overcoming Diversity – World Literature 'Of Mice and Men'	KEY WORDS	Rationale	Links to Wider Curriculum and Careers
	<p><b>Summative Assessments</b></p> <p><b>Reading</b> – How does the text 'Of Mice and Men' reflect what it was like to be a black American in the 1930s? (Text – language analysis) Key Skills 1 2 5</p> <p><b>Writing: Transactional</b> – Write a review of a poem – Cultural diversity. Students will study a variety of poems from other cultures and choose 1 to review. Key Skills 2, 3 4 and 5</p> <p><b>Writing</b> – Write a poem that reflects an experience in your own life so far. (poetic devices) Key skills 1 3 4 5</p> <p><b>Formative Assessments</b></p> <p>Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model.</p>	<p>Civil Rights</p> <p>KKK</p> <p>Segregation</p> <p>Autobiography</p> <p>Stanza</p> <p>Rhyme</p> <p>Alliteration</p> <p>Simile</p> <p>Adjectives</p> <p>Racism</p>	<p>This unit is taught now as a return to non-fiction texts. Students were introduced to auto-biographies in Year 7 so students are familiar with the conventions of an auto-biography. Students are also reintroduced to the conventions of poetry which they have studied in both Years 7 and 8.</p> <p>This unit gives students the opportunity to experience world literature with a study of the author Maya Angelou. Students will gain an understanding of her experiences through a study of her historical, cultural and social background, in particular Maya's experience of the Civil Rights Movement and how these inspired her writings. Students will now start to compare and contrast texts from the same era and comment on why they might differ.</p> <p>Students will develop their poetry writing skills by using more ambitious vocabulary, specific punctuation for effect and poetic devices for impact.</p> <p><b>For the transactional writing component, students will clearly demonstrate the purpose, audience, tone and format for the task.</b> They will develop their ability to write accurately and fluently for a range of purposes by studying and producing non-fiction writing on the focus of a review of poetry. They will learn to write well-structured arguments, supporting ideas with any necessary factual detail. They will draw on their knowledge of rhetorical devices from their reading and listening to enhance the impact of their poetry review.</p>	<p>This study links to history and Curriculum for life and history as it delves into the Civil Rights Movement in America.</p> <p>Links to Careers: Artist, writer, journalist and lawyer.</p>