

ENGLISH	YEAR 9
	TERM 1 UNIT 1
Unit Title	ON THE EDGE
Purpose of Unit	Focus on how prejudice and outsiders are presented in a variety of fiction, drama and non-fiction texts, with a main focus on reading the novel 'Of Mice and Men'. Pupils will also be taught a range of skills to develop their ability in English to read analytically, write for a range of styles and purposes, and to communicate effectively both in group discussions and individually.
Knowledge	<p>Pupils know:</p> <ul style="list-style-type: none"> * what is meant by 'prejudice' and being 'other' * what is meant by the term 'context' and the impact this has on their understanding of a text * that texts written at different time periods can be seen together to build up a picture of our understanding of the world * the features of an article and a speech * the effects of our language choices * why the patriarchy affects the portrayal of women in literature * the importance of gender equality * how to identify analogy and symbolism
Skills	<p>Pupils are able to:</p> <ul style="list-style-type: none"> * empathise with marginalised characters * annotate a text effectively and independently * write about the effects of writers' choices with confidence * give their opinions using higher order terminology * vary their sentences to create structure and tone * adapt their writing to suit different audiences, purposes and styles * plan, draft and proof-read when writing creatively * discuss sensitive issues with maturity * present their ideas orally, summarising their views with brevity and clarity
Assessment Methods	<ul style="list-style-type: none"> * Regular formative assessment * Two summative writing assessments * Two summative reading assessments
ENGLISH	YEAR 9
	TERM 2 UNIT 2
Unit Title	FACING OUR FEARS
Purpose of Unit	Focus on how the theme of 'conflict' is presented in a variety of drama, fiction and non-fiction texts. Pupils will be taught a range of skills to develop their ability in English to read analytically, write for a range of styles and purposes and to communicate effectively both in group discussions and individually.
Knowledge	<p>Pupils know:</p> <ul style="list-style-type: none"> * what types of conflict exist in the world today * that literature presents a variety of different types of conflict * some of the ways in which we can try to resolve conflict with our words and writing * the importance of poetic technique in portraying the poet's message * what Aristotle's Appeals are
Skills	<p>Pupils are able to:</p> <ul style="list-style-type: none"> * explain the different types of conflict which we come across in our reading and in everyday life * present their ideas in a persuasive manner and with confidence * utilise Aristotle's appeals and rhetorical devices in their own writing * write about the effects of writers' choices * discuss sensitive issues with maturity * make basic comparisons between poems with reference to context and meaning * make inferences about texts, and identify and analyse writers' techniques * vary their sentences to create mood * appreciate the structure of a text and its effect * annotate a text effectively with more confidence * write a short story about conflict * plan, draft and proof-read when writing creatively
Assessment Methods	<ul style="list-style-type: none"> * Regular formative assessment * Two summative writing assessments * Two summative reading assessments
ENGLISH	YEAR 9
	TERM 3 UNIT 3
Unit Title	SHADOWS OF DOUBT
Purpose of Unit	Focus on how the actions we take and the consequences they bring are presented in a variety of drama, fiction and non-fiction texts with the main focus being Shakespeare's 'Othello'. Pupils will be taught a range of skills to develop their ability in English to read analytically, write for a range of styles and purposes and to communicate effectively both in group discussions and individually.

Knowledge	<p>Pupils know:</p> <ul style="list-style-type: none"> * the plot and characters in Othello * how characters and people are / were expected to behave in different societies and time periods * a range of stagecraft techniques used by Shakespeare to create effects * how writers show that our actions will always have consequences and that these can be wide-ranging * some of the possible consequences of our actions in friendships and other relationships * the story of Medusa and some examples of how we can 're-frame' a narrative * some examples of past and present situations (in fiction and non-fiction) which have had far-reaching consequences * the difference between 'envy' and 'jealousy'
Skills	<p>Pupils are able to:</p> <ul style="list-style-type: none"> * define the impact that some of the themes in Shakespeare's plays have had on our modern-day thinking * read and write critically about a Shakespeare play * compare similar themes in a variety of drama, fiction, poetry and non-fiction texts * discuss and write about the way a variety of texts are structured to create effects * write a directive on the consequences of immoral actions * respectfully discuss issues surrounding the boundaries of relationships and how crossing these can have negative consequences * articulate how we can act positively in our relationships with others
Assessment Methods	<ul style="list-style-type: none"> * Regular formative assessment * Two summative writing assessments * Two summative reading assessments