

Year 9 - English

Curriculum intent	Year 9 has been designed to build learners' cultural capital, develop learners' vocabulary and ability to read confidently and to lay the foundations for their GCSE study of English Literature and Language in Year 10. The units have been designed to engage and to broaden the learners' knowledge before they come to study their set Literature texts in Year 10. The Form & Structure unit for example will cover the key conventions of a play which will help underpin the work learners will cover when looking at An Inspector Calls and Macbeth in 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.		
Term	Autumn	Spring	Summer
Knowledge	<p><u>Form & Structure</u> Learners begin Year 9 studying the play <i>Blood Brothers</i>. While further developing their knowledge around narratology, characterisation, symbolism and context, they will use the play as a vehicle to explore writer's different perspectives, tone & style. Throughout the unit learners will explore a range of texts from authors with a specific style who write about topics thematically linked to the study of the play. Key learning topics will include:</p> <ul style="list-style-type: none"> • Texts can take different forms and structures. • Conventions of a play • The role of the narrators as an established character. • Authorial voice & intent • Characters are constructs of a writer • Texts contain themes that run throughout a text 	<p><u>Texts as a Construct – A Tour of Dickens and the 19th Century</u> Learners will use this module to apply all their knowledge of the English concepts previously taught. They will examine the context of the 19th century before looking at Dickens' identity as a writer. Learners will then go on to read <i>Jekyll and Hyde</i> using this challenging text to apply all their knowledge on characterisation, setting, perspectives, the gothic and form and structure. The module will also lay the foundations on important knowledge for when learners begin their GCSE studies next year. Key learning topics will include:</p> <ul style="list-style-type: none"> • Life in Victorian England • Life of Charles Dickens • Authorial Voice and intent • Characterisation & Setting • Symbols and imagery 	<p><u>Grammar and Meaning – Modern Fiction</u> Learners will finish their KS3 learning by exploring the role of grammar and meaning in texts. They will look back through literary history to Shakespeare and the role of leaders in Shakespeare's plays. Learners will finish the year by reading a modern fictional text which will be used to again apply their knowledge of the key concepts learnt during the last three years. The modern text will deal with challenging topics that will build cultural capital. Key learning topics will include:</p> <ul style="list-style-type: none"> • Shakespearean language • Life in Jacobean England • Characterisation & Setting • Rhetoric • Texts contain themes that help develop a writer's message



	<ul style="list-style-type: none">• Writer's craft their work to contain symbols and motifs.		<ul style="list-style-type: none">• Characters are constructs of a writer•
Skills	<ul style="list-style-type: none">• Engage with the concept of form & structure and confidently discuss the conventions of a play.• Explore the role of context and the author's intent in a literary text.• Show an awareness and appreciation of the writer's methods and effects in developing characterisation.• Include subject terminology coherently when analysing writer's choices.• Plan essays successfully to ensure that they are clearly explained.• Analyse the use of language and its impact on the reader• Embed a range of quotes and references to support their ideas	<ul style="list-style-type: none">• Engage with the concept of imagery, symbolism & representation and confidently discuss writer's intentions.• Show an awareness and understanding of context and how it can influence a writer.• Plan and write up essays successfully to ensure that they clearly explain the link between context and representation of characters and events.• Analyse the use of language and structure when examining the description of a characters and symbols.• Embed a range of quotes and references to support their ideas	<ul style="list-style-type: none">• Engage with the concept of rhetoric and confidently discuss the conventions and its history.• Show an awareness and understanding of PAF.• Explore and analyse how ethos, pathos and logos is used within rhetorical writing.• Plan and write up rhetorical texts that use pathos, ethos and logos.• Analyse the use of rhetorical devices and their impact on the reader• Embed a range of quotes and references to support their ideas
Assessments	<ul style="list-style-type: none">• Continuous low stakes retrieval tasks to assess learner's developing knowledge.• Compare the differences between Mrs Johnstone and Mrs	<ul style="list-style-type: none">• Continuous low stakes retrieval tasks to assess learner's developing knowledge.• Analysis of writer's choices in developing their settings.	<ul style="list-style-type: none">• Continuous low stakes retrieval tasks to assess learner's developing knowledge.• Analysis of writer's message and story within a poem.



	<p>Lyons based on their social class.</p> <ul style="list-style-type: none">• How do superstitions negatively affect the character's lives?• How is the theme of nature vs. nurture important in 'Blood Brothers'?	<ul style="list-style-type: none">• Analysis and comparison of the portrayal of key characters• Ability to craft their own descriptions and characters within a narrative.• Exploration of how a theme is presented throughout a novel.	<ul style="list-style-type: none">• Analysis and exploration of rhetorical devices and their impact on the how characterisation is developed.• Ability to craft their own rhetorical writing that effectively employs rhetorical devices.
Enrichment			



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