

English Year 9 – Curriculum Intent – In Year 9 students continue to study the literary cannon by moving into the 20th Century. They begin by studying the theme of Conflict through analysing a range of War Poems from WW1, WW2 and more contemporary war poems. This Unit develops students’ appreciation for the poetic form and builds their confidence in independently annotating and analysing a range of poetry. This Unit also intends to further their knowledge of poetic techniques and devices, as well as building their contextual knowledge of the 20th Century and how a range of conflicts influenced society and culture. This feeds forward directly to the study An Inspector Calls from the Literature GCSE, which was heavily influenced by both WW1 and WW2, as well as Animal Farm and The Lord of the Flies that will be studied later on in the year. Students then study ‘Animal Farm’ in the style of a GCSE texts, which develops their knowledge of 20th Century history, which feeds directly into the study of the dystopian genre and ‘Lord of the Flies’ the following term, but also ‘An Inspector Calls’ in their Literature GCSE. Students then explore the concept of ‘Civilisation’ through a range of dystopian texts, including extracts from 1984, also by George Orwell, and then concentrate on the study of ‘The Lord of the Flies’ as a GCSE text. This builds upon their knowledge of 20th Century history from studying ‘Animal Farm’ last term and builds towards their contextual knowledge of ‘An Inspector Calls’. Students then study ‘Of Mice and Men’, which will build on previous concepts such as prejudice and discrimination, as well as the concepts of conflict and civilisation, as well as prepare students for the way they study the set texts in their Literature GCSE. This text will help build upon their knowledge of 20th Century context. Students will finally study ‘Much Ado About Nothing’ by Shakespeare in the same way they will study ‘Romeo and Juliet’ for their Literature GCSE, building upon the prior study of ‘Macbeth’ and their introduction to Shakespeare in Year 7.

| | <u>Unit Intent</u> (i.e. how does support learning in the next unit/future units/exam prep, etc) | <u>Content Coverage</u> | <u>Method/s of Assessment</u> (At least one method of assessment to be listed per term) |
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| <u>Term 1 and 2 Concept: Conflict</u> | <ul style="list-style-type: none"> Develop students’ knowledge of 20th Century history by studying WW1 and WW2 poetry and how these wars shaped 20th Century society. Feeds on from the study of the 18th and 19th Century from Year 8, to see how society and British culture changed. | World War One Poetry: <ul style="list-style-type: none"> Owen’s Exposure and Disabled Sassoon’s Does it Matter and The General Rosenburg’s Dead Man’s Dump Brooke Pope’s Who’s For the Game | <ul style="list-style-type: none"> Comparison of how war is presented in Owen’s Disabled and Sassoon’s Does It Matter Write a formal letter from a soldier in WW2 to their General explaining the horror of their experience as soldiers Analysis of Old Major’s speech in Animal Farm |

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| | <ul style="list-style-type: none"> • Feeds forward to the study of Animal Farm, Dystopian Fiction, The Lord of the Flies and Of Mice and Men, all written in the 20th Century, as well as An Inspector Calls studied for the GCSE Literature exam. • Develop students understanding of how to effectively analyse poetry and to develop their appreciation for the poetic form and poetic techniques and devices. • Feeds on from the study of the Romantic Poets in Year 8, as well as Poe's The Raven. Also feeds back to the Keats and Wordsworth poetry studied in Year 7. • Feeds forward to the study of the Anthology Poetry and the Unseen Poetry sections of the GCSE Literature exam. • Introduce the ideologies of Capitalism, Communism and Socialism and how this links to politics in the 20th Century | <ul style="list-style-type: none"> • Arthur Graeme West's God! How I Hate You <p>World War Two Poetry:</p> <ul style="list-style-type: none"> • Keith Douglas' Desert Flowers and Vergissmeinnicht • János Pilinzsky's Harbach 1944 <p>Contemporary Poetry:</p> <ul style="list-style-type: none"> • Dharker's The Right Word • Ciaran Carson's Belfast Confetti • E.E Cumming's next to of course god america i <p>George Orwell's Animal Farm</p> | <ul style="list-style-type: none"> • Creative writing task: Imagine you are one of the animals who took part in the Battle of the Cow Shed. Write a description of the battle from their point of view. • Knowledge based quiz on the events and characters of Animal Farm • GCSE style essay: Starting with Old Major's speech, explore how the theme of inequality is presented throughout Animal Farm |
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| | <p>feeds forward to the study of Priestley at GCSE</p> <ul style="list-style-type: none"> • Develop knowledge of the Russian Revolution and how this influenced Orwell feeds forward to AO3 in GCSE criteria • Introduction to the Dystopian Genre feeds forward to the study of Lord of the Flies in Year 9 • Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11. | | |
| <p><u>Term 3 and 4 Concept: Civilisation</u></p> | <ul style="list-style-type: none"> • Development of knowledge of the Dystopian Genre. Feeds on from the study of Animal Farm. • Feeds forward to AO3 at GCSE. | <ul style="list-style-type: none"> • Extracts from 1984 – George Orwell • Extracts from Brave New World • Extracts from The Handmaid’s Tale | <ul style="list-style-type: none"> • PEE Writing – extract analysis 1984 • Transactional Writing – article on women’s rights and freedoms in the 21st Century |

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| | <ul style="list-style-type: none"> • Develop understanding of turmoil of the 20th Century and the rise of technology and how this influenced Dystopian Writers. • Feeds on from the study of Animal Farm. • Feeds forward to the study of Priestley at GCSE. • Develop understanding of how women's right and freedoms developed (or not developed) over the 20th and 21st Century. • Feeds on from The Yellow Wallpaper, Nancy in Oliver Twist, Havisham and Macbeth and The Crucible. • Feeds forward to the presentation of female characters and the context of female poets at GCSE. • Develop understanding of human right and the concept of what makes someone human. • Feeds on from the Science Fiction genre and concept of the soul from the Bible studies. • Feeds forward to the presentation of repressed and dehumanised characters | <ul style="list-style-type: none"> • Extracts from Never Let Me Go • The Lord of the Flies – William Golding | <ul style="list-style-type: none"> • Speaking and Listening – in response to the film version of 'Never Let Me Go' • PEE Writing – extract from The Lord of the Flies • Narrative writing based on The Lord of the Flies • Essay – How is Jack presented at different points in the novel? |
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| | <p>in GCSE texts and <i>Of Mice and Men</i>.</p> <ul style="list-style-type: none"> • Develop understanding of how William Golding's experiences, particularly in World War 2, influenced his writing. • Feeds on from Biblical studies. • Feeds forward to AO3 GCSE and how Priestley was also influenced by WW2. • Explore the concept of the 'heart of darkness' in mankind and how Golding presents ideas of good and evil. • Feeds on from Bible studies. • Feeds forward to the study of Priestley and Dickens. • Development of analytical writing (PEE) • Feeds forward to future units and all years. Key skill in both GCSE exams. | | |
| <p><u>Term 5 and 6 Concept:</u> Prejudice and Discrimination</p> | <ul style="list-style-type: none"> • Introduction to 20th Century aspects of American History: the Wall Street Crash, The Great Depression, the | <ul style="list-style-type: none"> • <i>Of Mice and Men</i> – John Steinbeck • <i>Much Ado About Nothing</i> – Shakespeare | <ul style="list-style-type: none"> • Transactional writing: speech on the theme of prejudice and discrimination |

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| | <p>treatment of women and the slave trade and treatment of black people.</p> <ul style="list-style-type: none"> • Feeds on from the demonization and discrimination of the poor in 19th Century society and the treatment of women in texts studied. • Feeds forward to thematic concepts in all GCSE texts. • Development of analytical writing (PEE). Feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11. • Develop understanding of narrative structure and motifs. Feeds forward to all texts studied at GCSE. • Revision and development of knowledge of Shakespearian language. | | <ul style="list-style-type: none"> • Essay: How does Steinbeck present the theme of friendship in Of Mice and Men? • PEE Writing: First impressions of Beatrice • Transactional writing: Letter – write a letter from Benedick to Beatrice where he expresses his feelings towards her. • Speaking and Listening: How is Don Jon presented as a villain? How could you link him to previous villains we have studied? • Essay: How is Beatrice and Benedick’s relationship presented at different points in the play? |
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| | <ul style="list-style-type: none">• Feeds on from the study of Macbeth and Shakespeare in Year 7.• Feeds forward to the study of Romeo and Juliet at GCSE.• Revision and development of knowledge of Shakespearian culture, with particular focus on the patriarchal society and the position of women.• Feeds on from the study of Macbeth and Shakespeare in Year 7.• Feeds forward to the study of Romeo and Juliet at GCSE.• Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11. | | |
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