

# (English) Year 9 Long Term Plan

Rationale (with end points):				
Term	Topic	Knowledge	Skills	Reading /wider reading
<b>Autumn term 1</b>	Novel Jekyll & Hyde Past & Present	<ul style="list-style-type: none"> <li>Contextual Knowledge – 19<sup>th</sup> Century Victorian Society</li> <li>Narrative Structure</li> <li>Narrative Voice</li> <li>Themes – crime, psychosis, duality, morality</li> </ul> <p>Characterisation/ Setting/ Narrative Perspective/ Function Setting – Function</p> <ul style="list-style-type: none"> <li>Critical Theory</li> </ul>	<ul style="list-style-type: none"> <li>Analysis &amp; Exploration of Writer's methods</li> <li>Application of Context.</li> <li>Tone/ Narrative Voice</li> <li>Analytic/ Critical Lens</li> <li><b>[Complex Activity: Analytical Writing. Writing Genre: Analytical Essay]</b></li> </ul>	<p>Harold Shipman/ The Times Fred &amp; Rose West/ The Times/ The Sun/ The Mirror Jack the Ripper / Yorkshire Ripper / The Times Peter Sutcliffe/ The Times Jonny Depp/ Amber Heard / Buzz Feed/ Guardian/ The Huffington Post</p>
<b>Autumn 2</b>	Non-Fiction Crime	<ul style="list-style-type: none"> <li>Form/ Audience/ Purpose</li> <li>Persuasive Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of language and structure.               <ul style="list-style-type: none"> <li>Writing for purpose/ effect</li> </ul> </li> </ul> <p><b>[Complex Activity: Character perspective/</b></p>	<ul style="list-style-type: none"> <li><a href="https://www.bl.uk/romantics-and-victorians/themes/crime-and-crime-fiction">https://www.bl.uk/romantics-and-victorians/themes/crime-and-crime-fiction</a></li> <li><a href="https://www.theguardian.com/theguardian/series/from-the-archive+uk/ukcrime">https://www.theguardian.com/theguardian/series/from-the-archive+uk/ukcrime</a></li> <li><a href="https://victorianweb.org/history/crime/index.html">https://victorianweb.org/history/crime/index.html</a></li> </ul>

		Perspective/ Bias/Contextual issues/Media analysis	Setting Writing Genre: Argument and Evaluation]	
Spring 1	Exploring Fiction Oppression & Tyranny	<ul style="list-style-type: none"> <li>Thematic Lens – Diversity/ Oppression/ Homosexuality/ Racism</li> <li>Narrative Voices</li> <li>Narrative Structure – chronological/ Proleptic/ Analeptic shifts</li> <li>Characterisation</li> </ul>	<ul style="list-style-type: none"> <li>Source Analysis – Comprehension of narrative structure</li> <li>Analysis &amp; Exploration of Writer's methods</li> <li>Analytical/ Critical LENS</li> </ul> <p><b>[Complex Activity: Analytical Writing. Writing Genre: Analytical Essay]</b></p>	
Spring 2	Poetry Power & Conflict	<ul style="list-style-type: none"> <li>Language/ Form/ Structure</li> <li>Theme – Power &amp; Conflict Internal &amp; External / Nature/ Identity/ War</li> </ul>	<ul style="list-style-type: none"> <li>Analysis &amp; Exploration of Writer's methods</li> <li>Application of Context</li> <li>Form/ Structure</li> </ul> <p><b>[Complex Activity: Analytical Writing. Writing Genre: Analytical Essay]</b></p>	<a href="https://www.soldiersofshropshire.co.uk/">https://www.soldiersofshropshire.co.uk/</a>  <a href="https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/">https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/</a>
Summer 1	Modern Prose An Inspector Calls	<ul style="list-style-type: none"> <li>Contextual Knowledge – Edwardian Society</li> <li>Narrative Structure</li> </ul>	<ul style="list-style-type: none"> <li>Read/ Understand/ Respond to texts</li> <li>Develop &amp; maintain critical style</li> <li>Develop informed personal response</li> </ul>	<a href="https://www.bbc.co.uk/bitesize/subjects/zckw2hv">https://www.bbc.co.uk/bitesize/subjects/zckw2hv</a>
Summer 2				

		<ul style="list-style-type: none"> <li>• Narrative form – Play (conventions)</li> <li>• Narrative Voice</li> <li>• Themes – Inequality, oppression, poverty, social divisions, political power</li> <li>• Characterisation</li> <li>• Setting</li> <li>• Authorial Intention</li> </ul>	<ul style="list-style-type: none"> <li>• Support ideas with textual references</li> <li>• Explain/ Analyse/ Explore Writer's methods</li> <li>• Use of Subject Terminology to support views</li> <li>• Understanding of relationships between texts/ Contexts</li> <li>• Range of vocabulary &amp; sentence structures – clarity/ purpose/ effect</li> <li>• Accurate spelling/ punctuation/ grammar</li> </ul> <p><b>[Complex Activity: Analytical Writing. Writing Genre: Analytical Essay]</b></p>	
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