**(English) Year 9 Long Term Plan**

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| **Rationale (with end points):**  |
| **Term** | **Topic** | **Knowledge** | **Skills** | ***Reading /wider reading*** |
| ***Autumn term 1*** | Novel Jekyll & HydePast & Present | * Contextual Knowledge – 19th Century Victorian Society
* Narrative Structure
* Narrative Voice
* Themes – crime, psychosis, duality, morality

Characterisation/ Setting/ Narrative Perspective/ FunctionSetting – Function* Critical Theory
 | * Analysis & Exploration of Writer’s methods
* Application of Context.
* Tone/ Narrative Voice
* Analytic/ Critical Lens
* [**Complex Activity: Analytical Writing. Writing Genre: Analytical Essay**]
 | Harold Shipman/ The TimesFred & Rose West/ The Times/ The Sun/ The MirrorJack the Ripper / Yorkshire Ripper / The TimesPeter Sutcliffe/ The TimesJonny Depp/ Amber Heard / Buzz Feed/ Guardian/ The Huffington Post |
| ***Autumn 2*** | Non-FictionCrime | * Form/ Audience/ Purpose
* Persuasive Techniques

Perspective/ Bias/Contextual issues/Media analysis | * Analysis of language and structure.
* Writing for purpose/ effect

[**Complex Activity: Character perspective/ Setting Writing Genre: Argument and Evaluation**] | * <https://www.bl.uk/romantics-and-victorians/themes/crime-and-crime-fiction>
* [https://www.theguardian.com/theguardian/series/from-the-archive+uk/ukcrime](https://www.theguardian.com/theguardian/series/from-the-archive%2Buk/ukcrime)
* <https://victorianweb.org/history/crime/index.html>
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| **Spring 1** | Exploring FictionOppression & Tyranny | * Thematic Lens – Diversity/ Oppression/ Homosexuality/ Racism
* Narrative Voices
* Narrative Structure – chronological/ Proleptic/ Analeptic shifts
* Characterisation
 | * Source Analysis – Comprehension of narrative structure
* Analysis & Exploration of Writer’s methods
* Analytical/ Critical LENS

[**Complex Activity: Analytical Writing. Writing Genre: Analytical Essay**] |  |
| **Spring 2** | PoetryPower & Conflict | * Language/ Form/ Structure
* Theme – Power & Conflict Internal & External / Nature/ Identity/ War
 | * Analysis & Exploration of Writer’s methods
* Application of Context
* Form/ Structure

[**Complex Activity: Analytical Writing.** **Writing Genre: Analytical Essay**] | <https://www.soldiersofshropshire.co.uk/> <https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/>  |
| **Summer 1** | Modern ProseAn Inspector Calls | * Contextual Knowledge – Edwardian Society
* Narrative Structure
* Narrative form – Play (conventions)
* Narrative Voice
* Themes – Inequality, oppression, poverty, social divisions, political power
* Characterisation
* Setting
* Authorial Intention
 | * Read/ Understand/ Respond to texts
* Develop & maintain critical style
* Develop informed personal response
* Support ideas with textual references
* Explain/ Analyse/ Explore Writer’s methods
* Use of Subject Terminology to support views
* Understanding of relationships between texts/ Contexts
* Range of vocabulary & sentence structures – clarity/ purpose/ effect
* Accurate spelling/ punctuation/ grammar

[**Complex Activity: Analytical Writing. Writing Genre: Analytical Essay**] | <https://www.bbc.co.uk/bitesize/subjects/zckw2hv> |
| **Summer 2** |  |