

Year 9 - English

<p>Curriculum Intent</p>	<p>The Year 9 English curriculum consolidates students' knowledge and skills through widening their experience of literature through time with various genres, formats and purposes. Through continuing the study of whole texts, students secure the mastery of literary analysis, through tracking narrative structures, themes and characterisation, which empowers them to interrogate and analyse writers' intentions and to evaluate how successfully they have brought this to life. By engaging students with compelling literary texts, and through developing powerful knowledge around each core text, students will be inspired to confidently and securely explore the topic area through their own essay writing, imaginative writing and transactional writing. Oracy skills are at the core of the English curriculum.</p> <p>In Year 9, students journey through the 19th, 20th and 21st Centuries to consolidate their understanding of literature through time. Students will explore what has shaped the world we live in today, and how and why contemporary writers are motivated to write. Students will explore the power and influence of the written word, consolidating their understanding of figurative and rhetorical devices, and how writers manipulate these tools to impact audiences. Students will also study a second Shakespeare play, building on their understanding of the influence of Elizabethan context through introducing the Tragedy genre. Alongside the literary texts, the Year 9 English curriculum secures students' mastery of grammar, syntax and rhetorical devices to develop coherency and authenticity in students' own developing writers' voices.</p>		
<p>Term</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Scheme</p>	<p><i>The Woman in Black</i> by Susan Hill</p>	<p>The Power of Language</p>	<p><i>Romeo and Juliet</i> by Shakespeare</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • Plot, narrative structure and character development in the novel <i>The Woman in Black</i>. • Understanding of context surrounding the Edwardian period and how this influenced the novella. • A focus on supernatural and the conventions of the gothic genre. 	<ul style="list-style-type: none"> • Rhetoric and rhetorical devices. • Purpose, audience and format of various texts. • Historical context influencing writers through time. • Authorial intent and tone. 	<ul style="list-style-type: none"> • Attitudes and beliefs in Elizabeth England, particularly in relation to family, marriage, and fate. • An understanding of plot and characterisation. • An understanding of language devices used in Shakespeare plays. • A consolidation of form and structure in Shakespeare. • Poetic devices and their impact. • Themes, symbolism and motifs. • Context and its influence on a writer.
<p>Skills</p>	<ul style="list-style-type: none"> • Forming an opinion and writing an argument in response to the text. 	<ul style="list-style-type: none"> • Crafting tone. 	<ul style="list-style-type: none"> • Using a thesis statement to formulate an extended essay response.

	<ul style="list-style-type: none"> • Utilising evidence to effectively support that argument. • Evaluating the effectiveness of the narrative voice. • Making inferences. • Discussion and debate. 	<ul style="list-style-type: none"> • Clarity and economy in writing – drafting effectively to improve writing. • Making inferences. • Interpretation of writer's purpose and impact on reader. • Emulating the use of language and structure. • Writing for different purposes, audiences and formats: both fiction and non-fiction. 	<ul style="list-style-type: none"> • Structuring a cohesive extended essay using discourse markers. • Multi-paragraph compositions. • Embedding evidence. • Emulating writing styles: speeches, essay writing and letters. • Adapting understanding of syntax. • Role play and drama
Assessments	Fortnightly learning review through knowledge quizzes, writing tasks and reading analysis.		
	<ul style="list-style-type: none"> • MAT: Analyse how London is presented in the opening of <i>The Woman in Black</i>. • MAT: Describe a setting which includes the conventions of the Gothic genre. • MAT: Analyse how Eel Marsh House is presented in the extract. • MAT: Write an opening to a Gothic story, including character, setting and an inciting incident. • Mastery Recall Test. 	<ul style="list-style-type: none"> • MAT: Write a speech advocating for voting rights. • MAT: Analyse Angelou presents the speaker in <i>Still I Rise</i>. • MAT: Explore how the theme of family is important in Russell's <i>Blood Brothers</i>. • MAT: Write a feature article about the tragic consequences of class in <i>Blood Brothers</i>. • Mastery Recall Test. 	<ul style="list-style-type: none"> • MAT: Write a letter from Capulet to Paris, responding to his request to marry Juliet. • MAT: Write a speech from Tybalt, trying to compel Capulet to take revenge on Romeo • MAT: Analyse how Shakespeare presents the love between Romeo and Juliet. • MAT: Explore the importance of death in <i>Romeo and Juliet</i>. • Mastery Recall Test.
Curiosity	<ul style="list-style-type: none"> • International Literacy Day • National Poetry Day • Additional Reading: Read another novel within the gothic genre: <i>The Turn of the Screw</i> and compare the novels. 	<ul style="list-style-type: none"> • National Storytelling week • World Book Day • World Poetry Day • Research a movement in modern or post-modern society and create an anthology of fiction/non-fiction texts about that movement. 	<ul style="list-style-type: none"> • National share a story month. • Read another Shakespearean tragedy such as <i>Hamlet</i> or <i>Othello</i> and compare the genre conventions with the play studied in class.