

Curriculum Intent

Subject: English

Year 9

	What?	Why?	When?	
Term 1-1	<p>Dystopia</p> <ul style="list-style-type: none"> • Language techniques: SMARTPERSON • Structural techniques • Inference and deduction • Analysis: PEE • Creative writing 	<p>During the Dystopia unit, students will have the opportunity to read a range of texts from within the dystopia genre. They will learn to discuss and analyse the use of writer's methods and their intentions, and use this learning to develop their own creative writing. This unit allows students to develop the skills and knowledge base required for Language Paper 1.</p>	<p>Year 9 pupils begin the year with a focus on reading and writing skills. This consolidates the skills learnt over year 7 and 8, and allows them to develop further in preparation for their upcoming GCSE studies.</p>	<ul style="list-style-type: none"> • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences. • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting appropriate form
Term 1-2	<p>Macbeth</p> <ul style="list-style-type: none"> • Context: Jacobean Era • Plot: Summary • Characters: Traits, motivations and impact 	<p>In this unit pupils study the GCSE text Macbeth, building on learning from previous Shakespeare units. Pupils will explore the language, structure and performance of the play, supported by their learning of Macbeth in the Supernatural unit in year 8. Alongside discussions around context, plot, character, and theme, this unit will prepare students for the Shakespeare element of their GCSE English Literature exam.</p>	<p>Having studied Shakespearean texts in year 7 and 8, year 9 students will now study their GCSE Macbeth unit. Pupils begin with the earliest chronological GCSE text, allowing them to develop an awareness of the development of the literary cannon through time. Their grounding in Shakespearean context, and their introduction to Macbeth in year 8, allow pupils to approach the text with greater confidence and understanding.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Develop the habit of reading widely and often • Rereading books encountered earlier to increase familiarity. • Understand how the work of dramatists is communicated effectively through performance • Reading of a whole text, and studying the author is depth.
Term 2-1	<ul style="list-style-type: none"> • Themes: Links to other poems/character/events/attitudes • Key Quotations • Language Analysis: SMARTPERSON, PEE • Writers' methods: intentions and effect 			
Term 2-2	<p>Opinionated Writing</p> <ul style="list-style-type: none"> • Form, Purpose and Audience • DAFORREST • Writing to argue • Writing to persuade 	<p>During the Opinionated Writing unit, students will have the opportunity to consolidate and develop their learning on form, purpose and audience. The unit will explore a range of text forms and purposes,</p>	<p>This unit is placed in year 9 to give students an opportunity to study a range of non-fiction texts, amidst the year 9 fiction units. It is essential students have the opportunity to read and write non-fiction texts, to continue</p>	<ul style="list-style-type: none"> • Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate

	<ul style="list-style-type: none"> • Non-fiction text types – speeches and news articles. 	<p>primary focusing on writing to argue and persuade. This unit gives students an opportunity to hear persuasive speeches performed, focusing on oracy skills alongside written skills. Having analysed the writer’s used of persuasive techniques, students applying their learning to their own speeches, used for their Spoken Language assessments.</p>	<p>to develop the skills and knowledge base required for their GCSE English Language Paper 2 assessments in year 11. This unit also allows students to prepare for and complete their Spoken Language assessments.</p>	<ul style="list-style-type: none"> • Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences. • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language • Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting appropriate form
Term 3-1	<p>Poetry Anthology</p> <ul style="list-style-type: none"> • Terminology: understanding of unit specific terms • Context: How does context affect the meaning of the poem • Plot Overview: Summary • Themes: Links to other poems/character/events/attitudes • Comparison: Similarities and Differences • Language Techniques: SMARTPERSON Structure Techniques • Key Quotations: PEE 	<p>In preparation for the poetry anthology element of their GCSE Literature exam, pupils study the power and conflict poetry cluster. Pupils will explore the meanings of each poem, relating them to their context. Their learning in years 7 and 8 aid them in their language and structural analysis. This term, students will cover the poems relating to the themes of Nature, Conflict and Power of Humans.</p>	<p>Having studied poetry skills at the start of the year, pupils now apply their learning to their GCSE Power and Conflict poetry. Their established understanding of poetic techniques, form and structure allow pupils to approach discussing and analysing poems with confidence.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language
Term 3-2	<p>Poetry Anthology</p> <ul style="list-style-type: none"> • Terminology: understanding of unit specific terms • Context: How does context affect the meaning of the poem? • Plot Overview: Summary • Themes: Links to other poems/character/events/attitudes • Comparison: Similarities and Differences • Language Techniques: SMARTPERSON Structure Techniques • Key Quotations: PEE 			