

**Year 9 Curriculum Intent ENGLISH LITERATURE**

	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>1 &amp; 2</b>		<b>1&amp;2</b>		<b>1 &amp; 2</b>	
Key Concepts	<b>A Christmas Carol</b>		<b>Blood Brothers</b>		<b>Macbeth</b>	
Knowledge & Understanding <i>(National Curriculum)</i>	Pupils will read a range of full texts, including a novel and two plays and develop an appreciation of challenging reading material. They will learn new vocabulary and understand it with the help of context. From the texts, they will make inferences and make reference to evidence from the texts. They will read critically, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meanings. They will study setting, plot and characterisation and the effects of these. They will study a range of authors. When reading texts, pupils will study setting, plot and characterisation and the effects of these. They will understand the contextual impact on the texts and meaning. <i>They will develop an understanding</i> how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.					
Assessment	Teacher 1.1  Dickens wrote 'ACC' as an allegory to reflect the negative upper class values. How is this evident in the first two staves?	Teacher 1.2  Transformation of Scrooge character.	Teacher 2.1  How does Russell present Mrs Johnstone in the opening?  How does Russell present differences between the Johnstone and Lyons family?	Teacher 2.2  Mickey and Eddie are twins. Why are there such differences between them at the beginning of act 2?  How does Russel present inequality in the play?	Teacher 3.1  Character of Macbeth extract question.  Theme question on the supernatural.	Teacher 3.2  Character of Lady Macbeth extract question.
Why this? Why now?	Building on pupils' study of gothic fiction, they will now develop their understanding and appreciation of the novel through reading a whole text and be introduced to challenging texts with allegorical natures. Ambitious content designed to give all learners the knowledge of the literary canon and cultural capital in terms of their contextual and historical understanding. The content is coherently planned to extend skills of analysis and inference. Pupils will be able to identify and interpret information, explain comment and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology. Pupils will also be considering the		Pupils last studied a modern play in year 7 but in year 8, they developed their understanding of how writers present meaning in a text. By studying Blood Brothers, pupils read the moral play and gain further insight into the author and how the 1960s Liverpoolian context helps develop meaning in the play. They will explore wider themes in the play, such as social class to develop analysis and draw conclusions using evidence across different parts of a text in order to develop a sense of argument. They will analyse language and structure and how meaning is presented through this. They will begin to develop interpretation and explore authorial purpose.		Pupils will have already studied Shakespeare's tragedy play 'Romeo and Juliet' to appreciate the Bard's enlightening and absorbing manner. Year 9 will further benefit reading 'Macbeth', experiencing another tragedy. This will also inspire them to gain knowledge about past histories. Challenging Content allows pupils to access a different form of literature, consolidate analysis skills from years 7 and 8 and apply them to a different drama. Pupils will develop their knowledge of dramatic techniques in Shakespearian Literature. They will also consider how the context can shape interpretations. Pupils will consider how meaning is presented through Shakespeare's language and structure. They will be able to consider a range of interpretations.	

	importance of context and relating novels to the historical.		
Skills & Characteristics	<p><b>Resilience</b>  Staying Positive- acting on feedback Pupils will develop their own independent ideas and analysis of texts.  Analysis Adapting writing for audience, style, tone. Using assessment to make progress – DIRT lessons.  Writing detailed, extended responses to questions</p> <p><b>Collaboration</b>  Reading challenging texts and decoding meaning. Think, pair, share  Group work and speaking and listening activities.  Questions, feedback, drama and role play.  Peer assessment  Group work</p> <p><b>Creativity</b>  Pupils will develop their own writing style  Applying ideas and interpretations  Adapting writing style and employing a range of different language and structural techniques for effect.</p>		
Aspirations & Careers	<p><b>Wider reading:</b> ‘The Signalman ‘ ‘The Old Nurse’s story’ ‘The Body Snatcher’ The Haunted Man  <b>Cultural capital:</b> Poverty, the treatment of poor and changing attitudes. Comparing to modern day poverty and food banks</p>	<p><b>Careers and Raising aspirations</b> ‘The ten Year plan’  <b>Enrichment:</b> Virtual production of the Musical  <b>Clubs:</b> Film Club – British theatre on screen</p>	<p><b>Competition</b>  Art project  <b>Extension activities: Macbeth</b>  Creative arts project</p> 
<p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions &amp; patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres.</p>			

**Year 9 Curriculum Intent ENGLISH LANGUAGE**

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Seminal World Literature	Descriptive Writing (Christmas focus)	Social Issues – Reading and writing non-fiction	Narrative Writing (with a link to poetry of WW1 as stimulus)	Fiction paper 1reading and writing. Non-fiction reading and writing.	Spoken Language (people and places)
Knowledge & Understanding <i>(National Curriculum)</i>	<p><b><u>Reading</u></b> Pupils will read a range of texts, including seminal world literature and develop an appreciation of challenging reading material. They will learn new vocabulary and understand it with the help of context. From the texts, they will make inferences and make reference to evidence from the texts. They will critically, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meanings. They will study setting, plot and characterisation and the effects of these. They will study a range of authors. When reading texts, pupils will study setting, plot and characterisation and the effects of these. They will make critical comparisons across the texts.</p> <p><b><u>Writing</u></b> Pupils will learn to write with accuracy, fluently and at length. They will learn to organise their work Pupils will write imaginatively. They will write for a wide range of purposes and audiences across the SOL. They will apply their growing knowledge of vocabulary, grammar and text structure to their writing. Pupils will plan, draft, edit and proofread their work, with a focus on improving their work. Pupils will consolidate and build on their knowledge of grammar and vocabulary Pupils will draw on their knowledge of literary devices to enhance their own writing. Writing for a wide range of purposes and audiences.</p> <p><b><u>Speaking and Listening</u></b> Pupils will speak confidently and effectively using standard English, giving a short presentation, expressing their own ideas and keeping to the point. They will select from a repertoire of resources and ways of organising and structuring talk to present information appropriately and persuasively for listeners. They will tailor variety of processes through the selection and adaptation of appropriate dramatic conventions, techniques and styles.</p>					
Assessment	<p><b><u>Teacher</u></b> Descriptive Writing Teacher will assess a description based on a Christmas based image. Leading up to this, there will be a range of self, peer and teacher assessment of the different paragraphs leading up to this.</p>		<p><b><u>Teacher</u></b> <b><u>Paper 2</u></b> Write about an event that you have attended using agreed success criteria Both writers tell us about the famous 1970 Miss World competition. What are their views on this beauty pageant? Write a diary entry on a good/ funny but disastrous day in your life! Or Write a diary entry about something spectacular you have seen</p>		<p>Speaking exam Teacher to assess pupil presentation based on a person or a place.</p>	

		<p><u>Narrative writing</u> Teacher will assess a narrative based on a war based image. Leading up to this, there will be a range of self, peer and teacher assessment of the different paragraphs leading up to this.</p>			
<p>Why this? Why now?</p>	<p>Seminal World Literature - Pupils will build on their skills in both reading and writing from years 7 and 8 but will be becoming more sophisticated in their understanding. Pupils are secure in reading and understanding but are encouraged to probe texts for deeper levels of meaning and are now considering how a writer's choice of language can affect meaning in a more challenging variety of texts.</p> <p>Learning how to use language and structure for effect. Focusing on use of imagery and effective word choices. Pupils encouraged to create effective descriptions of setting and characters to add meaning and tension in writing.</p>	<p>Describe. Pupils will build on their knowledge of writing imaginatively from year 8 (Gothic writing). They will build on the planning skills they have already acquired but will base their writing on a stimulus image. They will know and understand the rules of all punctuation as well as for a range of sentence structures and will also look at where writers might break these rules for effect. Vocabulary will become more sophisticated and will be used to present specific meaning. During the SOL, pupils will become skilful in shaping meaning and effects through language and structural choices, with a fluent style and a range of ambitious vocabulary employed convincingly to meet purpose. This will prepare them for looking at narrative writing later in the term and will build up the skills in preparation for further development at KS4.</p>	<p>Reading and writing non-fiction. Pupils will build on their inference skills from year 8 study of non-fiction. They will gain confidence in writing in a variety of non-fiction forms and for a variety of purposes. They will make further progress in their application of vocabulary for effect, becoming skilful in shaping their meaning and effects through language and structural choices. In reading, pupils will develop annotation skills with more independence in using SQI chains. They know and can identify a range of language and structural features. Pupils will learn to analyse hidden meaning and effects of language/devices in some depth, exploring multiple interpretations.</p>	<p>Narrative: Pupils will build on their knowledge of writing imaginatively from year 8 (Gothic writing) as well as descriptive writing from earlier in the term. They will build on the planning skills they have already acquired but will base their writing on a stimulus image but will also use inference skills in looking at how ideas can be taken from poetry on the same topic. They will know and understand the rules of all punctuation as well as for a range of sentence structures and will also look at where writers might break these rules for effect. Vocabulary will become more sophisticated and will be used to present specific meaning. During the SOL, pupils will become skilful in shaping meaning and effects through language and</p>	<p>Reading and writing consolidation based on people and places. Spoken language on the same theme.</p> <p>In spoken language, pupils will use the information from the consolidation of paper 1 and 2 (people and places). They will use the skills and select from a repertoire of resources and ways of organising and structuring their talk to present information persuasively. This will further pre</p>

				structural choices, with a fluent style and a range of ambitious vocabulary employed convincingly to meet purpose. This will build up the skills in preparation for further development at KS4.	
Skills & Characteristics	<p><b>Resilience</b> Staying Positive- acting on feedback. Pupils will develop their own independent ideas and analysis of texts. Analysis Adapting writing for audience, style, tone. Using assessment to make progress – DIRT lessons. Writing detailed, extended responses to questions</p> <p><b>Collaboration</b> Reading challenging texts and decoding meaning. Think, pair, share Group work and speaking and listening activities. Questions, feedback, drama and role play. Peer assessment Group work</p> <p><b>Creativity</b> Pupils will develop their own writing style Applying ideas and interpretations Adapting writing style and employing a range of different language and structural techniques for effect.</p>				
Aspirations & Careers	<p><b>Term 1</b> <b>Wider reading:</b> Australian Fiction – rabbit Proof Fence OMAM – over Christmas</p> <p><b>Cultural capital:</b> Global seminal fiction</p>	<p><b>Term 2</b> <b>Careers:</b> Modern careers – the role of Women and Men since WW2. How the work place has changed</p> <p><b>Enrichment:</b> Documentaries School in the 1950s Women in the workplace British Pathe Children’s’ television 1960 1963 Big Freeze 1966 World cup final 1969 Moon landings 1969 Beatles perform on Apple studios 1970 Protest at Miss World</p>	<p><b>Term 3</b> Speaking and listening module <b>Raising aspirations: speaking</b> ‘Where am I now? Where am I going? What are my dreams?’ <b>Careers</b> linked to communication in presentation</p>		

		1977 – Silver Jubilee 1979 – Winter of Discontent 1980s fashion	
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