**Gateacre English Department Year 9 Curriculum 2021/22**

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|  | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| Unit Title | Studying prose: Understanding context and evaluating viewpoints on relationships and characters.  Text: *Of Mice and Men* | Studying poetry: language, symbolism and meaning  Texts: In-house anthology of First World War poetry. | Studying narrative writing and structure.  Texts: In-house anthology of short stories with a narrative ‘twist’ or unexpected ending. | Studying non-fiction and rhetoric: Writing to persuade  Texts: a range of non-fiction including information texts and journalism | Studying Drama: The role of Characterisation in the wider development of a play  Text: *Twelfth Night,* William Shakespeare | Using spoken language effectively: News Reporting  Text: Extract from Ian McEwan’s *A Child in Time* |
| Knowledge | Understanding the novel’s context, plot development, key themes and use of characterisation.  Appreciating the influence of context on the production of texts and how they are read and received.  Prose techniques and genre conventions  Understanding & application of relevant & related vocabulary | Understanding of the key ideas in a range of poetry about experiences of the First World War.  How poetry is used to develop thematic ideas  How poetry can be used to raise political awareness and give voice to the marginalised or ignored.  The value of war poetry as a historical record of the experiences of those involved in conflict.  Appreciation of a range of poetic devices and how they create meaning and effects  Understanding & application of relevant & related vocabulary | Understanding of the short story as a genre  Conventions of short prose narratives  The role of setting and atmosphere in narrative  The development of narrative structure and plot arcs.  The recognition and application of figurative devices  Sentence structures and using them creatively and decisively for effect  Understanding & application of relevant & related vocabulary | The influence of purpose, form and audience on how a text is constructed, read and received.  The effective application of a range of persuasive and rhetorical devices in writing.  Effective linguistic features to engage a specific target audience.  The features of viewpoint writing and its role in journalism  Understanding & application of relevant & related vocabulary | Plot, themes and characters in *Twelfth Night.*  Accessing subtext and analysing meaning.  Dramatic techniques, stage craft and their effects.  Social, historical and literary Contextual understanding.  Understanding & application of relevant & related vocabulary. | The purpose, form, structure and register of a television news report  Informative linguistic devices and how they are employed in television and print journalism  The effective structure of a news report  Effective presentation devices  Understanding & application of relevant & related vocabulary |
| Skills | Writing an academic essay in response to a novel  Using well-chosen evidence to support ideas and embedding quotations.  Analysis of literary techniques and appreciation of how language is used to construct meaning | Writing an academic essay in response to poetry.  The ability to explore poetry using ‘TO SMILE’ with some development of exploration of subtext  Using evidence to support ideas and developing the ability to articulate clearly why in speech and writing.  Analysis of literary and poetic techniques and how language is used to construct meaning.  Using contextual knowledge to develop understanding of poetic intention. | Effectively structuring a narrative to maintain reader engagement  Developing an unexpected plot twist through consideration of the role of the reader in the construction of meaning.  Using a range of descriptive techniques and narrative strategies effectively  Understanding and using figurative devices for effect | Developing clarity in informative writing.  Building an effective and convincing argument in writing  Analysing the effect of language and word choices on the reader.  Identifying viewpoint in informative/ persuasive writing  Developing a clear viewpoint in writing | Writing an academic essay in response to a play  Using well-chosen evidence to support ideas  Analysis of dramatic techniques and their effects.  Exploring how language is used to construct meaning.  Exploring fictional characters as representations of wider cultural and social ideas. | Recognising informative features.  Using informative devices in speech and writing.  Adapting source material for a new purpose.  Making a judicious selection of material to suit intended purpose and audience.  Showing good awareness of purpose and audience in presenting  Constructing an effective oral presentation of a news item  Responding to questions effectively |
| Teacher assessment | An evaluative essay on the nature of George and Lennie’s relationship. | An essay analysing the exploration of the theme of war in Wilfred Owen’s poem, *Disabled.* | Write a prose narrative with an unexpected plot twist. | Write a persuasive article suitable for publication in a newspaper. | An essay on how Shakespeare uses the representation of character to represent key ideas in *Twelfth Night* | Adapting the narrative of McEwan’s novel, *A Child in Time* to devise a television news report on the missing child. |
| Interleaving | Knowledge of VSSPS  Understanding the effect of a range of narrative & descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of theme across a text  The effect of narrative voice  How contextual knowledge of social, historical and literary factors can illuminate our understanding  The effect of literary devices and structures  The effect of narrative voice  How contextual knowledge of social, historical and literary factors can illuminate our understanding | Knowledge of VSSPS  Understanding the effect of a range of narrative & descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of theme across a text  The effect of literary devices and structures and their relationship to poetry.  The effect of poetic voice/persona and its relationship to narrative voice in prose  How contextual knowledge of social, historical and literary factors can illuminate our understanding | Knowledge of VSSPS  Understanding the effect of a range of narrative & descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of theme and ideas across a text  The effect of literary devices and structures  How contextual knowledge of social, historical and literary factors can illuminate our understanding  The effect of poetic voice/persona and its relationship to narrative voice in prose | Knowledge of VSSPS  Understanding the effect of a range of descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of an idea across a text.  The application of literary devices to non-fiction texts  information in non-fiction texts  Rhetorical features and their application  Development of viewpoint and a convincing line of argument. | Knowledge of VSSPS  Understanding the effect of a range of descriptive techniques & figurative devices  The importance of structure to the construction of meaning  The development of an idea across a text.  Rhetorical devices and their application  The effect of dramatic devices  How contextual knowledge of social, historical and literary factors can illuminate our understanding  Essay writing skills | Knowledge of VSSPS  The importance of structure to the construction of meaning  The effect of dramatic devices  Use of rhetorical features and persuasive devices and their effects  Organisation and structure of oral presentations. |
| Rationale & sequencing | Study of the novel builds on the work of Y7 and 8 to understand the novel as a vehicle for ideas and the craft of the writer in creating plot, structure, characters and themes. We begin Y9 with a novel from the American literary canon to begin to engage students with more mature and adult ideas and themes. It also introduces the historical significance of literature both as reflection of its times and a source of understanding of the past in relation to universal themes. | First World war poetry is studied at this point in the year to coincide with armistice day. This supports in demonstrating its relevance and importance.  Following prose study with poetry creates links between literary forms and helps students to progress in their understanding of the craft of the writer. | The techniques studied across the prose and poetry units are put to practical rather than analytic use. This brings together the analytic and creative strands of studying English. Personal creativity is important to understanding and appreciating the craft involved in writing well. | This unit develops and translates the skills used in literary writing to non-fiction and rhetorical writing.  Across the year so far, students have developed viewpoints in relation to imagined experiences. This unit translates the skills developed into articulating personal views on important cultural issues. | Study of Shakespeare brings together the knowledge and skills developed across the year in narrative, poetry and rhetoric to demonstrate the breadth of their applications and the genius of Shakespeare, reinforcing his relevance and importance to the English curriculum.  Exploring character as representation further develops the understanding of the function of character in literary texts.  Continued development of formal academic essay writing skills. | Brings together the knowledge and skills developed across the year but applied in spoken contexts to further develop oracy and demonstrate how it is underpinned by skills in writing. |
| Personal development | Using narrative to explore thoughts, feelings and ideas about the world and the self. *Of Mice and Men* deals with issues of loneliness, friendship, isolation, discrimination, prejudice and racism, all of which are relevant to the experiences of young people. Through discussing these issues we support our students in negotiating their presence in our lives and developing empathy for others who have different experiences and/or come from different cultures from our own. | Using poetry to explore the human cost of war develops political awareness, engagement with history and world issues and empathetic consideration. | Creative and expressive writing is important for developing an outlet for ideas and emotions. | The ability to articulate ideas clearly through reasoned argument is an essential life skill that empowers students and supports them in having their voices heard in a range of contexts. | Exploration of romantic relationships, friendships and family conflict | Understanding the role of the media in keeping us informed of national and world events. |
| Cultural capital | *Of Mice and Men* is a seminaltext in American literature and wider western culture. It develops knowledge of the American depression of the 1930s and the effects and impact of racism and prejudice in American society. An awareness of this is essential to understanding C.20th history, it’s wider impact and continued repercussions. | The poetry of the First World War is an important part of British history and culture. A knowledge and experience of it is important to understanding the history of our nation and the role the war played in creating the values that underpin our country.  Considered the highest literary form, the study of poetry develops an appreciation of the art form. The ability to deconstruct the meaning of challenging texts develops confidence that is empowering and raises self-esteem. | The range of texts studied in the unit are from British and American literature and reflect cultural experiences and issues which enrich students’ knowledge and awareness of wider experiences than their own. | Topic covered in the unit to stimulate writing include recent new items and issues of cultural significance. This raises awareness of current affairs.  Understanding rhetoric supports the development of an elaborate code and ability to articulate ideas clearly and effectively. | Develops understanding of the contemporary relevance of Shakespeare’s insight into human behaviour and motivation and his immense skill as a writer.  Considering representations, demonstrates how cultural short-hands, archetypes and stereotyping develop. | Television news is an important source of information to stay informed about local, national and world events. Understanding how it works enables students to stay informed and question sources of information. |

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| Careers links | Literacy  Effective communication in writing  Higher order thinking skills | Literacy  Effective communication in writing  Higher order thinking skills | Literacy  Effective communication in writing  Higher order thinking skills | Literacy  Effective communication in writing  Higher order thinking skills | Literacy  Effective communication in writing  Higher order thinking skills | Literacy  Spoken presentation skills  Higher order thinking skills  Advertising |