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| **Year 9 Curriculum Overview [2023-2024]** **English**  |
|  **Autumn Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| * **Novel study: Fears and Monsters**
* **Jekyll and Hyde**
 | Clear understanding of a pre-1914 novel | * Social & historical contexts of the novel
* Plot of the novel
* Characters and how they embody core values in society
* Key themes through the novel
* Understanding of writers’ ideas
* Tier two vocab around the ideas of fear and repression
* Understanding how the writer creates each character as a construct of features of society
* Understanding how the writer wants the reader to react to the revelation of information
 | * Do now
* Story grid
* Character retrieval
* Vocab lists
 | * Reading for meaning and understanding
* Explicit vocabulary instruction
 | * Extensive vocabulary
* Doctors, lawyers, scientists – association of these career paths
 | * MCQs, Component Based formative, Summative exam
 |
|  | Writing a literary essay in response to texts | * Introductory thesis statements
* Embedding quotations in sentences
* Planning and sequencing ideas to form an argument
* Tier 2 vocab around literary criticism e.g. upholds
 | * Independent learning retrieval tasks
* Vocab list
 | * Correct grammatical and sentence structures
* Structuring whole texts
 | * Accurate written expression
 | * Summative exam
 |
|  | Writing descriptively in a particular style | * Using language to create effects
* Understanding a range of descriptive methods
* Understanding the features of gothic tropes
 | * Vocab list
 | * Correct sentence construction
 | * Drafting and editing - metacognition
 | * One final, drafted description
 |
|  | Understanding a range of non-fiction forms and texts | * Knowing the features of a letter
* Knowing the features of a newspaper
* Being able to identify a writer’s viewpoint and perspective
 | * Interleaved Do Now
 | * Reading comprehension
 | * Reading skills
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 | Reading for Pleasure | * Choosing a variety of books
* Discussing books with others
* Allusions and cultural capital
 | * AR Quiz
 | * Reading extended texts independently
 | * Cultural capital
 | * Star tests
 |
| * **Year 9 Curriculum Overview [2023-2024]**
	+ **English**
 |
| * **Spring**
* **Term**
 | * **Knowledge & Understanding**
 | * **Literacy Skills**
* **Opportunities for**
* **developing**
* **literacy skills**
 | * **Employability Skills**
* **[if any]**
 | * **Assessment Opportunities**
 |
| * **Composites**
 | * **Components**
* **[KEY concepts & subject specific vocab]**
 | * **Formal Retrieval**
* **[if any]**
 |
| * **Romantic Poetry: Protest and Rebellion**
 | Understanding of key works within the Romantic Literary Movement | * Social and historical context: French Revolution, Industrial Revolution, Nature and Religion
* Understanding of poetic form
* Understanding of writer’s ideas and intentions
* Comparison of texts
* Knowledge of the idea of literary movements and how texts respond to society
 | * Do Now
* Vocab list
* Poem comparison grid
 | * Explicit vocabulary instruction
* Comparative reading
 | * Mastery of vocabulary
 | * MCQs, Component Based formative, Summative exam
 |
|  | Comparative writing | * Identifying similarities and differences in ideas
* Writing comparative sentences
* Comparing different aspects of texts over the course of an essay
 | * Vocab list
 | * Grammatical secure sentence writing
 | * Written literacy
 | * Summative exam
 |
|  | Analysis of methods | * Identifying methods used by writers
* Commenting on the effects of methods used by writers
* Linking method analysis to big ideas and concepts of the texts
 | * Method grid
* Vocab list
 | * Inference and analytical reading
 | * Analytical thinking and resilience
 | * Component based formative assessment
 |
|  | Reading for Pleasure | * Choosing a variety of books
* Discussing books with others
* Allusions and cultural capital
 | * AR Quiz
 | * Reading extended texts independently
 | * Cultural capital
 | * Star tests
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|  | Rhetoric and opinion writing | * Be able to use pathos, logos, ethos to write own argument on a topic of interest
* Structure an argument in protest at something in society
 | * Do Now
* Interleaved practice of writing skill
 | * Writing and structuring arguments
* Oracy
 | * Knowledge and understanding of the world around them
 | * One speech performed with notes
 |
| * **Year 9 Curriculum Overview [2023-2024]**
	+ **English**
 |
| * **Summer**
* **Term**
 | * **Knowledge & Understanding**
 | * **Literacy Skills**
* **Opportunities for developing**

**literacy skills** | * **Employability Skills**
* **[if any]**
 | * **Assessment Opportunities**
 |
| **Composites** | * **Components**
* **[KEY concepts & subject specific vocab]**
 | * **Formal Retrieval**
* **[if any]**
 |
| * Othello: Power and Justice
 | Understanding of a Shakespearean tragedy | * Understanding of tragic conventions: hamartia, narrative structure, tragic hero
* Understanding of themes of gender, power, race and masculinity in the context of the play
* Understanding of character and how they convey themes
 | * Do Now
* Interleaved concepts of hero/villain/ tragedy from prior learning
* Character and plot grid
* Vocab list
 | * Reading skills,
 | * Resilience
* Ambition and career determination
 | * MCQs, component based formative assessment, summative exam
 |
|  | Analysis of methods | * Identifying methods used by writers
* Commenting on the effects of methods used by writers
* Linking method analysis to big ideas and concepts of the texts
 | * Method grid
* Do now
* Independent learning practice
 | * Interpretation and vocabulary development
 | * Analytical skills
 | * Summative exam
 |
|  | Understanding a range of non-fiction forms and texts | * Understanding of writers’ viewpoints and perspectives
* Comparison of writers’ viewpoint and perspectives
 | * Vocab list do now
 | * Discussion and debate
* Accuracy of written literacy
 | * oracy
 |  |
|  | Writing a speech  | * Understanding of speech conventions
* Understanding of note making to support speech making
* Knowledge of rhetoric to persuade an audience
* Speaking confidently to persuade listeners of a point of view
 | * Learning and performing speech
* Note making
 | * Note making
 | * Confident speakers able to express point of view
* Note making
 | * One final drafted speech
 |
|  | Reading for Pleasure | * Choosing a variety of books
* Discussing books with others
* Allusions and cultural capital
 | * AR Quiz
 | * Reading extended texts independently
 | * Cultural capital
 | * Star tests
 |