



Year 9 English Curriculum Overview 2021

ADVENT: Victorian Virtues: ‘A Christmas Carol’ and Non-Fiction/ Literary non-fiction extracts about the Victorian era.

Assessed Pieces:

Reading: Extract to whole essay on key scene of ACC (Scrooge’s behaviour).

Writing: Descriptive/ autobiographical recount of life in the Victorian times

Speaking and Listening: Monologue-recount of events in Victorian times.

Content: Study the contextual background of the Victorian era through ‘ACC’ and other extracts. Draw links and comparisons in viewpoints. Study the text for plot, characterisation, themes and key extracts for close analysis.

English Key Concepts: Representation, Perspective, Culture, Transformation, Communication, Creativity.

Topic Concepts:

Allegory



Contextual



Hierarchy



Conceptual



Virtue



Non Linear



LENT: Romantic relationships: ‘Romeo and Juliet’ and Love Poetry

Assessed Pieces:

Reading: Extract to whole question: How does this extract present Romeo as an impulsive / changing character?

Writing: Write a review of two poems that may be published on a literary webpage.

Speaking and Listening: Presentation on how relationships are presented in the different texts.

Content: Teach Relationships poetry and some GCSE AQA Romantic Relationships poetry as unseen poetry, prompting independent response. Study the text for narrative structure, plot development, characterisation, themes and, in key scenes, language. Focus on how to draw links between poems and the play thematically and in craft.

English Key Concepts: Representation, Perspective, Culture, Transformation, Communication, Creativity.

Topic Concepts:

Foreshadow



Dynamic/ stock characters



Fate



Juxtaposing Motifs



Nature



Irony



PENTECOST: Edwardian, Post WW Perspectives – ‘Animal Farm’ and Writing to present a viewpoint

Assessed Pieces:

Reading: Essay question on society. How does Orwell present control and societal views towards this in ‘Animal Farm’?

Writing: Persuasive speech on topic of injustice/ topic for social discussion.

Speaking and Listening: Debate about topical issue.

Content: Study the contextual background of the Edwardian/ WWs. Read the text for plot, characterisation, themes, concepts and structure. Make links to non-fiction texts on key views/ topics to do with the historical and present day.

English Key Concepts: Representation, Perspective, Culture, Transformation, Communication, Creativity.

Topic Concepts:

Political



Rhetoric



Figurative



Perspective



Microcosm



Anecdotal



Omniscience



Emotive



INTENT: Passion for Language and Literature; Reading for Pleasure; Articulacy and Self-expression; Functional Literacy skills for life; empower Students with Cultural awareness and experience. English is at the core of all learning and these skills will be transferred across the Curriculum.



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Rationale for Sequencing: Studied OT or GE in Year 8- grounding of Victorian Literature. Builds on descriptive and narrative writing and combines literary and non-fiction aspects, challenging Students to evidence their understanding of context linked to the Victorian times. ACC apt for time of year-introduces complex British novel for end of KS3 and one that could be studied at GCSE by LA.		Rationale for Sequencing: Links to Shakespeare in Year 7 and 8 and poetry in Year 8- more mature theme of 'romance' here. R&J is only studied in Year 9 to understand context, plot, characters and key scenes. It is studied in its entirety in Year 10 and then close analysis and revisiting in Year 11. Lays the foundations thematically for Anthology in Year 10, focusing on modern poems until Students are confident with poetic forms, before Literary Heritage.		Rationale for Sequencing: Links to prior learning on Conflict and the issues surrounding societal values (Elizabethan, Victorian, Edwardian). More abstract British novel which deals with contextual issues but more figurative/ symbolic. Sophisticated plot, theme, sub-plot. Values and authorial intent link to AIC in Year 10. Students must develop independent viewpoints that they will later apply independently at GCSE.	
Key Knowledge: Plot, characterisation, themes, context. Literary timeline. Generic conventions of autobiography. Linguistic and literary devices. Tone, grammar, punctuation for impact.	Key Skills: Sophisticated interpretation. Making links. Developing sophisticated writing skills- autobiographical and descriptive. Application of organisational features/ clarity and accuracy. Adopting a persona.	Key Knowledge: Plot, characters, setting, DDs, literary/poetic devices, structural features, contextual background. Steps/ processes for analysing an unseen poem. Acronyms for analysis/ comparison. Planning/ linking texts.	Key Skills: Annotating/ analysing. Developing insight and understanding of a text in performance. Critical reading and significance/ impact. Interpreting intentions and impact. Drawing links within and across texts.	Key Knowledge: Plots and subplots, types of characters, setting/ atmosphere, narrative structures, literary devices, structural features, contextual/ historical background. Types of text, audiences and purposes. Key Terms	Key Skills: Unpicking layers of meaning. Understanding sub-plots. Identifying figurative/ allegorical or linguistic nuances. Evidencing and evaluating viewpoints. Writing to fit audience and purpose-cohesion and conviction. Impacting a reader.
Revisited: Year 10 Language- Descriptive/ Narrative Writing. Year 10 ACC for LA or DRJMH for middle to higher. Year 11 Language and Literature revision of AOs.		Revisited: Year 10 Poetry- full anthology. Year 10 R&J- the play in full. Year 11 Literature revision of AOs and Language Paper 2 Writing.		Revisited: Year 10 An Inspector Calls. Year 10 Language Paper 2 Writing to present a viewpoint. Year 11 Literature revision of AOs and Language Paper 2 Writing.	
SMSC/ Cross curricular links: Numeracy- Literary/ historical timeline, use of statistics. History- Victorian era. H&S/ PSHE- poverty/ suffering. Virtues/morality, class, socialism/ capitalism, 'Ignorance and want', democracy, community, liberty, equal rights, criminality.		SMSC/ Cross curricular links: Numeracy- Act/ Scene/ line no's/ rhythm. Music- rhythm/rhyme. H&S and RE- Relationships. Drama- play in performance. Religion/ faith, duty, honour, social differences, fate, superstition, mental well-being, relationships.		SMSC/ Cross curricular links: Numeracy- statistical information. History- Edwardian era/ WW. Geography- world events. Science- Biology, evolution. PE- health and well-being. Radicalisation, individual liberty, democracy, tolerance, appreciation of differences, rule of law.	

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