

English Year 9 Curriculum Overview



Year 9 overview

In the Autumn Term students look at an enthralling and challenging scheme based around the 'Jack the Ripper' murders with a core text focus on 'The Strange Case of Dr. Jekyll and Mr. Hyde' by Robert Louis Stevenson. Students are asked to undertake the role of a detective to linguistically analyse texts surrounding the murder and other killers such as the Yorkshire Ripper (which has key local links). Students also delve into the Victorian era itself, a fantastic period for literature with clear literary figures such as Dickens and Blake espousing endless reams of literary genius which the students get to analyse and challenge. Students also get to develop their contextual knowledge of this time period and also look at the Edwardian context, a much shorter and less scrutinized time period but one which has great literary value. In the Spring Term, we rekindle our love for Shakespeare which has been honed and developed through Year 7 and Year 8. In the previous years, there has been an 'Introduction to Shakespeare' and a study of 'The Tempest'. However, this year we move on to a full and comprehensive Shakespeare study by reading 'Romeo and Juliet' under the theme of 'Relationships', this in-depth approach to the work of the Bard is essential for any English student and it is a must that students understand the impact that Shakespeare has had on our lives and his contextual influences. The satellite texts here add depth to our knowledge of Shakespeare but also look at the key issue of 'relationships' and enable students to have detailed and poignant discussions on these topics. In the Summer Term, we look at the central text of 'Of Mice and Men' which is underpinned by the topic of 'Power' and this will be the focus for this term. Surrounding this central text and a variety of satellite texts which include Poetry, Songs, Speeches, Letters and many more. Students have to use all of their literary skills and are challenged to consider emotive and potent ideas of race, age and gender discrimination. The subject of 'Power' also forms the basis for the Spoken Language Presentation for our Year 9 students and this is also completed in term 3.

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Term	Themes/ Topics	Core Knowledge / Skills	Key Assessments
Autumn	<p>Crime & Astonishment</p> <p>Core Text – The Strange Case of Dr. Jekyll and Mr. Hyde</p>	<ul style="list-style-type: none"> • Core Reading Skill – applying context • Core Writing Skill – embedding extended devices (extended metaphor focus) • Core Knowledge – Victorian/Edwardian Context <p>Specific Vocabulary – Infanticide, Homicide, Patriarchy, Labour, Slavery, Poverty, Poetic, Classism, Notorious, Dickensian, Victorian, Edwardian, Context(ual), Metaphor, Adverbial, Serial, Demonic, Unhinged, Industrial, Revolution.</p> <p>Homework –</p> <ul style="list-style-type: none"> • Educake <ul style="list-style-type: none"> • Students know how to spell 10 new words each week which are taken from the satellite texts (see Knowledge Organisers). • Students know the meanings of 10 new words each week which are based on the satellite texts (see Knowledge Organisers). 	<p>Pre-learning Assessment</p> <p>DP – applying context</p> <p>DP – embedding extended devices</p> <p>DP – Victorian context</p> <p>Assessment 1 – covers all core skills & knowledge</p> <p>DP – applying context and embedding extended metaphors (mid-term)</p> <p>DP – Victorian & Edwardian context</p> <p>Assessment 2 – covers all core skills & knowledge</p> <p>Post-learning Assessment</p>
Summer	<p>Relationships</p> <p>Core Text – Romeo & Juliet</p>	<ul style="list-style-type: none"> • Core Reading Skill – writer’s purpose • Core Writing Skill – establishing tone and voice • Core Knowledge – Shakespeare 3.0 Forming a thesis, precision in language choices (character, events, aspects of character), developing an idea (building a case, exploring, reasoning), tracking the development of a theme, Shakespeare’s life and works. 	<p>Pre-learning Assessment</p> <p>DP – writer’s purpose</p> <p>DP – writing establishing tone (fiction)</p>

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		<p>Specific vocabulary – Shakespeare(an), Allusion, Connotations, Context, Infer, Hath, Onomatopoeia, Semantic Field, Simile, Metaphor, Prologue, Definitions, Sonnet, Iambic pentameter, Rhyme, Foreshadow, Tragic hero, Definition, Protagonist, Hamartia, Catharsis, Theme</p> <p>Homework –</p> <ul style="list-style-type: none"> • Educake • Students will read independently for at least 1 hour each week (AR) • Students know how to spell 10 new words each week which are taken from the central text or satellite texts (see Knowledge Organisers). • Students know the meanings of 10 new words each week which are based on the central text or satellite texts (see Knowledge Organisers). 	<p>DP – writing establishing voice (non-fiction)</p> <p>DP – Shakespeare 3.0 (all elements)</p> <p>Assessment – writer’s purpose and writing establishing tone & voice (non-fiction)</p> <p>Assessment – writer’s purpose and writing establishing tone & voice (fiction)</p> <p>Assessment – Shakespeare 2.0 (all elements)</p> <p>Post-learning Assessment</p>
<p>Spring</p>	<p>Power</p> <p>Core Text – Of Mice and Men</p>	<ul style="list-style-type: none"> • Core Reading Skill – complete analysis • Core Writing Skill – planning and structuring • Core Knowledge – essay writing skills • Core S & L – planning a presentation (theme focus) <p>Specific vocabulary – Fiction, Synonym, Context, Analyse, Symbol, Message, Infer, Inference, Quotation, Context, Protagonist.</p> <p>Homework –</p> <ul style="list-style-type: none"> • Educake – tasks set each week • Students will read independently for at least 1 hour each week (AR) • EOY Exam Revision • Research and preparation for Spoken Language Presentation. 	<p>Pre-learning Assessment</p> <p>DP – complete analysis</p> <p>DP – planning and structuring</p> <p>DP – essay writing skills (through homework)</p> <p>EOY Exam</p> <p>Spoken Language Assessment</p> <p>Post-learning Assessment</p>

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Golden Threads & What Makes a Good English Student?

A good English student must be competent with every key aspect of English. We have defined these key aspects as our 'Golden Threads' and these pull through our entire secondary curriculum. Whilst they may not be explicitly mentioned on the overview, we have mapped these across the Schemes of Learning, and we feel that if a student feels confident with these 10 key aspects then they will be a successful English student –

Narration, Description, SPaG, Immersion in Literature, Analysis, Audience, Metaphor, Poetry, Context and (of course) Shakespeare.