

Year 9 Curriculum Overview Plan: Subject English

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Key Theme: To Kill a Mockingbird</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> - develop an appreciation and love of reading. - read independently with a focus on vocabulary choices - making inferences and referring to evidence in the text - understand how figurative language, vocabulary choice, text structure and symbols present meaning. - evaluate a writer's choice of vocabulary, form and consider the impact on the reader. - Understand the social, cultural and historical context of a text. - Recognize the existence of stereotypes, biased or distorted viewpoints and form appropriately sensitive and informed responses that provide balance. - Engage with political and social issues - Consider different perspectives in order to formulate their own understanding and ideas – - Developing descriptive writing skills. | | <p>Key Theme: Love and Conflict in Romeo and Juliet</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> -Understanding and analysing theme, plot and character across in a play. -Exploring Shakespearean language choices. - Students will be given the opportunity to further develop their understanding of the Jacobean setting of the play. This will include looking at the themes of the love, relationships, civil unrest, conflict. - Transactional writing – reviews. <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> -Shakespeare in Y7 (The Tempest) and Y8 (A Midsummer Night's Dream). -Analysis skills from class texts. - Understanding of life during 16th Century England. <p>Key Assessment Pieces: How does Shakespeare's show civil unrest in the opening scene of Romeo and Juliet?</p> | | <p>Key Theme: Poetic Voices - Anthology</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> - experience a range of poetry including poems from other cultures and traditions. - make inferences and referring to evidence in the text - understand how poetic devices, vocabulary choice, structure and symbols present meaning. - understand the social, cultural and historical context of a text. - recognize the existence of stereotypes, biased or distorted viewpoints and form appropriately sensitive and informed responses that provide balance. - express themselves confidently with reasoned arguments - apply our British Values of mutual respect and tolerance. - apply our Academy values of Respect, Ambition and Bravery. - Comparing poems linked by theme. <p>Links to Prior Learning: -World Writing in Y8.</p> | |

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| <p>- Transactional writing – speeches, formal letters.</p> <p>Links to Prior Learning: -Whole class text study in Year 7 and 8. -Power of Words – Speech Writing. -The Bone Sparrow – Letter Writing. - Reading for pleasure and for purpose, including evidence retrieval skills from the study of The Bone Sparrow. - Knowledge of British Values and Human Rights. - Use of PEAL for analysis.</p> <p>Key Assessment Pieces: How does Lee present the theme of courage in Part One of the Novel?</p> <p>Speech Writing - Write your final address to the jury, persuading them of Tom Robinson’s innocence.</p> <p>Formal Letter Writing - You are going to write a formal letter to an educational magazine. You will argue that ‘To Kill A Mockingbird’ should be taught in all secondary schools.</p> <p>Tier 2/3 Vocabulary Vault: Malevolent Ominous</p> | <p>Description of a key scene in Romeo and Juliet.</p> <p>Review Writing – a comparison of the Baz Luhrmann performance to the original text.</p> <p>Tier 2/3 Vocabulary Vault: Civil Stage Directions The Chorus Prologue Subservient Antagonistic Benevolent Formidable Judicious Protagonist Imagery Fate Soliloquy Oxymoron Turmoil Imposing Authority Fraught Pathetic fallacy</p> <p>Reading Exposure: Romeo and Juliet – William Shakespeare Alexandra Ocasio-Cortez newspaper article Review</p> | <p>-Growing Pains Poetry in Y7.</p> <p>Key Assessment Pieces: Explore the imagery Jackie Kay uses in the poem ‘In My Country’.</p> <p>We’ve explored two poems linked to grief. What is similar or different about these poems?</p> <p>Tier 2/3 Vocabulary Vault: Academic Exploration Societal Admonishment Enjambment Derogatory Ignorant Lament Emotive Archaic Vengeance Contemporary Stereotypes Xenophobia Grief Commemorating</p> <p>Reading Exposure: -A selection of poetry.</p> |
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| <p> Archetype Imagery Motif Bildungsroman Malapropism Characterisation Sympathy Abhorrent Hypocritical Tension Empathy </p> <p> Reading Exposure: To Kill a Mocking Bird by Harper Lee – Full Text Barrack Obama – A More Perfect Union Formal letter to an editor </p> <p> Strategies to enable new concepts, knowledge & skills to embed in long-term memory: </p> <ul style="list-style-type: none"> -Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) | <p> Strategies to enable new concepts, knowledge & skills to embed in long-term memory: </p> <ul style="list-style-type: none"> -Use of retrieval practice in DIN. -Consistent and progressive success criterion. | <p>-Nonfiction linked to context of the poetry.</p> <p> Strategies to enable new concepts, knowledge & skills to embed in long-term memory: </p> <ul style="list-style-type: none"> -Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) - Poetry analysis grid: context & motivation, vocabulary and the power of words, techniques and poetic conventions, intentions and impact. |
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