



Year 9 Curriculum Overview

English in Year 9 continues to build on the variety of experiences, texts and written skills developed in Years 7 and 8, while continuing to anticipate the progression to KS4 and beyond. The study of literature continues to be vital and, as well as encountering ambitious and intriguing texts including: both fiction and non-fiction extracts; modern and Shakespearean plays; and novels, students will explore material generated by the increasingly complex world they experience in media. Students will be exposed to a range of challenging vocabulary and literary techniques, supporting and developing their cultural capital. The texts studied in this year cover a wide range of diverse themes, including those of responsibility, gender, class, love, hate, fate, conflict, morality, duality, the gothic and inequality.

Additional to this, the curriculum also provides opportunities for the students to become skilled writers and competent in writing argumentative and creative pieces. They will be guided in finding their own voice when writing and speaking for different audiences and purposes.

Term/Length of Time	Outline Brief information about specific knowledge, skills and experiences the students will have	Assessment/Teacher Feedback Opportunities This should link to your G4Smarkbook	Homework and Literacy resources This needs to include compulsory and optional tasks Should include books as well as vocab/speaking/listening resources. These can either be optional or part of your SL.
Autumn 1	<p>Morality: Jekyll and Hyde</p> <p>This unit focuses on students' abilities to read a full text for meaning and demonstrate an understanding of how writers use characters and themes to present their big ideas to the reader. Jekyll and Hyde is about the concept of good and</p>	<p>Feedback/Action/ Response Marking: Mini Literature assessment based on an extract from Jekyll and Hyde.</p> <p>The question will be character based.</p> <p>End of Unit Assessment [30 marks]: Full literature assessment based on Jekyll and Hyde – closed book. Students have to use an extract from Jekyll and Hyde AND refer to the book as a whole.</p> <p>This assessment will be character based and build from the mini assessment earlier in the unit.</p>	<p>Minimum homework expectation - to be set on G4S 30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> • Research project on the 19th Century: Stevenson's early life, Victorian views on science, psychology and morality, John Henry Newman (The Victorian Gentleman), Crime in Victorian London, McCoy (Two-Headed Girl). • Creating an information leaflet about a Victorian Gothic writer – include details of their life, the stories they wrote and their popularity. • Create a 'shilling shocker!' advert for The Strange Case of Dr Jekyll and Mr Hyde in a Victorian newspaper. • Respond to a series of controversial statements about morality.

	<p>evil that exists in all of us, and is an interesting study into the mind of the author and into the theories of dualism.</p> <p>During the study of this novel, students will have the opportunity to:</p> <ul style="list-style-type: none"> • Read the novel Jekyll and Hyde • Discuss writer's methods and what he was trying to achieve • Understand elements of genre such as the Gothic • Explore characters and themes that are developed throughout • Develop evaluation skills - 	<p>An example question can be found here: https://www.bbc.co.uk/bitesize/guides/zxb4xsg/revision/1</p> <p>This assessment will be marked on:</p> <p>Assessment Objective 1: Response to task and using references in response.</p> <p>Assessment Objective 2: Explaining writer's methods using subject terminology, and discussing their effects to create meaning.</p> <p>Assessment Objective 3: Make contextual links between context, text and task.</p>	<ul style="list-style-type: none"> • Essay writing in preparation for end of module assessment. <p>Optional homework tasks and Literacy resources</p> <p>https://www.bbc.co.uk/teach/school-radio/english-KS3--KS4--GCSE-jekyll-and-hyde-index/zn3mwtv</p> <p>https://www.theguardian.com/books/2010/aug/16/ian-rankin-dr-jekyll-mr-hyde</p>
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	<p>perceiving characters/themes and ideas in various ways with a focus on the writer's intentions</p>		
Autumn 2	<p>Morality: Viewpoints and Perspectives In this unit, students will explore extracts on Science and Experiments, and study how non-fiction writing styles are used to present viewpoints and perspectives.</p> <p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> • Explore relevant current affairs and encourage discussion in a sensitive and appropriate way 	<p>Feedback/Action/Response Marking: In response to a statement, students will be required to write an anecdote presenting their viewpoint on a specific topic.</p> <p>End Of Unit Assessment [40 marks]: In response to a statement, students will be required to write an article, letter or speech arguing/presenting their viewpoint.</p> <p>This assessment will be marked on:</p> <p>Assessment Objective 5: Effective use of language and structure in order to create an engaging piece.</p> <p>Assessment Objective 6: Technical accuracy</p>	<p>Minimum homework expectation - to be set on G4S 30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> • Flipped learning - research into various scientific case studies: <ul style="list-style-type: none"> ○ Sergio Canavero ○ Giovanni Aldini ○ Stanford Prison Experiment ○ Animal testing <p>Students will use this pre-learning to debate the ethics of each experiment within their lessons.</p> <ul style="list-style-type: none"> • Creating a key vocabulary list. • Practice writing tasks: creating an anecdote and using figurative techniques in relation to the assessment. <p>Optional homework tasks and Literacy resources</p> <p>https://www.ole.bris.ac.uk/bbcswebdav/courses/Study_Skills/grammar-and-punctuation/index.html#/id/5eafef1688d7eb04c5efb3dc</p> <p>https://www.sciencejournalforkids.org/articles/scientific_method/experiment/</p>

	<ul style="list-style-type: none"> • Explore rhetorical devices e.g. alliteration, hyperbole, anecdote, emotive language etc. • Explore conventions of non-fiction writing styles, including for a letter, speech, article, leaflet and essay • Develop an understanding of Assessment Objective 6 – accuracy of spelling, punctuation and grammar and how to use most effectively 		
Spring 1	Conflict - Shakespeare: Romeo and Juliet	Feedback/Action/Response Marking: Using an extract from Romeo and Juliet students will complete a mini assessment on how	Minimum homework expectation - to be set on G4S 30 minutes of compulsory homework per week that will include:

	<p>In this unit, students have the opportunity to study the play <i>Romeo and Juliet</i> by William Shakespeare. In it, students get to learn about the way people spoke during Shakespeare's time, the themes of the play which are ones that students can relate to, and the useful life lessons that can be learned.</p> <p>During the study of this play, students will have the opportunity to:</p> <ul style="list-style-type: none"> • be familiarised with the plot in its entirety, as well as characters and themes, and dramatic methods integral to the play • To understand 	<p>Shakespeare presented the theme of conflict at the beginning of the play.</p> <p>End Of Unit Assessment [30 marks]: English Literature Shakespeare. Using an extract from <i>Romeo and Juliet</i>, students will complete an assessment on how conflict is presented in Act 3, Scene 1 of the play, and in the play as a whole.</p> <p>An example exam question can be found here: https://www.bbc.co.uk/bitesize/guides/zp6ywx/revision/1</p> <p>This assessment will be marked on:</p> <p>Assessment Objective 1: Response to task and using references in response.</p> <p>Assessment Objective 2: Explaining writer's methods using subject terminology, and discussing their effects to create meaning.</p> <p>Assessment Objective 3: Make contextual links between context, text and task.</p>	<ul style="list-style-type: none"> • Creating a mask to represent one of the key characters in the play, labelling why it is designed that way. • Storyboarding the key scenes in the play. • Writing a letter/diary entry from the perspective of a character. • Creating a soundtrack for the play and explaining choices. <p>Optional homework tasks and Literacy resources</p> <p>https://www.bl.uk/shakespeare/articles/character-analysis-romeo-and-juliet</p> <p>https://www.bl.uk/shakespeare/articles/character-analysis-benvolio-mercutio-and-tybalt-in-romeo-and-juliet</p> <p>https://www.rsc.org.uk/romeo-and-juliet/education</p>
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	<p>how Shakespeare used language and structure to impact the way his audience felt.</p>		
Spring 2	<p>Conflict - Narrative/Descriptive Writing</p> <p>3 week mini Media scheme.</p> <p>To give students a taste of GCSE Media they will work to produce a DVD cover and blurb using the GCSE software InDesign, by turning Romeo and Juliet into a hybrid genre movie.</p> <p>During this scheme, students will have the opportunity to learn:</p> <ul style="list-style-type: none"> Students will be learning to examine DVD covers and 	<p>Feedback/Action/Response Marking: Students will write the start of a narrative which uses description of setting to establish a mood.</p> <p>End of Unit Assessment [40 marks]: Language Writing <u>Either:</u> Write a 500 word non-chronological description as suggested by an image. <u>Or:</u> Write the opening to a narrative about a place that has been destroyed by conflict. [40 marks]</p> <p>This assessment will be marked on:</p> <p>Assessment Objective 5: Effective use of language and structure in order to create an engaging piece.</p> <p>Assessment Objective 6: Technical accuracy</p>	<p>Minimum homework expectation - to be set on G4S 30 minutes of compulsory homework per week that will include:</p> <p>For Media:</p> <ul style="list-style-type: none"> Students to research a DVD cover from 3 different genres discussed in class. Write down their choices and their genre. Students to research 2 different hybrid genre texts – select a DVD cover from each genre and annotate that DVD cover – how does the DVD cover express that it’s a hybrid genre. Students to research the blurb to several different DVDs of different genres to help them with their blurb planning in lesson. <p>For creative writing:</p> <ul style="list-style-type: none"> Extended creative writing based on an image. Writing a story that includes a countdown from 10-1. Reading a range of fiction texts. Creating vocabulary lists. <p>Optional homework tasks and Literacy resources</p>

	<p>analyse them to determine their genre.</p> <ul style="list-style-type: none"> • They will be learning what a hybrid genre means and what media texts fit into that genre. • Through analysis of DVD covers and movie posters, students will be analysing the conventions of different genres. E.g Action, Romance, Sci-fi. • Using sketching and collage, students will produce a hybrid genre DVD cover for a new, 		<p>https://scholarlykitchen.sspnet.org/2014/04/11/stephen-fry-on-language-and-grammar-pedantry/</p> <p>https://talkthetalkpodcast.com/</p> <p>https://www.ole.bris.ac.uk/bbcswebdav/courses/Study_Skills/grammar-and-punctuation/index.html#/id/5eafef1688d7eb04c5efb3dc</p>
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	<p>hybrid version of Romeo and Juliet. E.g. Romeo and Juliet could be set on a space station – therefore students will follow the conventions of both romance and sci-fi.</p> <ul style="list-style-type: none">• They will learn how the proper composition of a front cover – where the top billing names go etc.• Students will analyse the blurb from several different DVDs to understand how a blurb is		
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	<p>constructed and they will work to produce a blurb for their hybrid version of Romeo and Juliet.</p> <p>4 week creative writing scheme. In this students will learn:</p> <ul style="list-style-type: none"> • How to describe/create a narrative • How to write a narrative/for fiction • Gain familiarity with the Assessment Objectives • Develop and expand their vocabulary • Learn how to structure for effect-transitions/fo 		
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	cus shifts/non-chronological		
Summer 1	<p>‘An Inspector Calls’ by J.B. Priestley</p> <p>In this module, students are introduced to the sociohistorical context of An Inspector Calls before reading the play. Students are given ample opportunities to engage critically with the content and to develop their analytical skills. Students should be able to: Maintain a critical style and develop an informed personal response, a key skill for GCSE and beyond.</p> <p>During the study of this play, students will gain:</p>	<p>Feedback/Action/Response Marking: Literature assessment based on An Inspector Calls – closed book.</p> <p>Students will answer a mini assessment question, comparing the reactions of two characters.</p> <p>End of Unit Assessment [34 marks]: Literature assessment based on An Inspector Calls – closed book.</p> <p>A full literature essay on how Priestley presents one of the characters in the whole play.</p> <p>This assessment will be marked on:</p> <p>Assessment Objective 1: Response to task and using references in response.</p> <p>Assessment Objective 2: Explaining writer’s methods using subject terminology, and discussing their effects to create meaning.</p> <p>Assessment Objective 3: Make contextual links between context, text and task.</p> <p>Assessment Objective 4: Spelling, punctuation and grammar.</p>	<p>Minimum homework expectation - to be set on G4S 30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> • Research task: life in the Edwardian era, J.B Priestley, Capitalism and Socialism. • Learning key quotations. • Creating character arcs to plot the change in the different characters. • Flipped learning – key extract analysis ready for practice essay writing in lesson time. <p>Optional homework tasks and Literacy resources</p> <p>Priestley’s Podcasts – Radio 4 https://www.bbc.co.uk/programmes/b00sf0tg</p> <p>https://www.independent.co.uk/arts-entertainment/theatre-dance/features/an-inspector-calls-it-speaks-a-truth-we-cant-ignore-5384637.html</p> <p>https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls</p> <p>https://www.bl.uk/20th-century-literature/articles/an-inspector-calls-and-j-b-priestleys-political-journey</p>

	<ul style="list-style-type: none"> • Awareness of plot and characters • Understanding the function of each character and the playwright's message • Contextual details • An understanding of social responsibility • How to write an essay through familiarity with the Assessment Objectives. • Further develop evaluative skills 		
Summer 2	<p>Speaking and Listening</p> <p>Students undertake a prepared spoken</p>	<p>End of Unit Assessment:</p> <p>Students are awarded a Pass, Merit or Distinction. They are graded on how well they present skills in a formal setting, listen and</p>	<p>Minimum homework expectation - to be set on G4S</p> <p>30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> • Flipped learning – preparing debate topics in advance of lessons.

	<p>presentation on a specific topic. As part of, or following the presentation, students must listen to and respond appropriately to questions and feedback.</p> <p>During this module students will learn to:</p> <ul style="list-style-type: none"> • Express ideas, information and feelings using a range of vocabulary. • Organise and structure clearly and appropriately to meet the needs of the audience. • Listen to questions and respond formally and in detail. 	<p>respond to questions and feedback, and how well they use spoken English effectively.</p> <p>The assessment will be a speech by the student, followed by questions from the audience.</p>	<ul style="list-style-type: none"> • Watching a series of famous speeches and creating a list of 'top tips', thinking specifically about how the speaker engages the audience. • Writing and editing the speech for the assessment. <p>Optional homework tasks and Literacy resources</p> <p>Encourage students to listen to audiobooks and podcasts: https://www.audible.co.uk/</p>
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for all and in all that we do

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