



### Intent for Year 9 ENGLISH Curriculum 2020-2021

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

**Intent:** Students broaden their love of reading this year by, moving from the classic canon of English literature to seminal world literature via 'Of Mice and Men' and 'To Kill a Mockingbird'. Continuing to explore humanity and historically contextual situations which display a lack thereof, students explore the prejudices encountered historically and world-wide, through race and religion. Historical worldwide situations are crystallised in today's arena, via visiting works that explore political and economic reasons for migration, and understanding empathetically the impact on relationships and lack of provision that certain areas of communities inevitably fall victim to. As a reaction to uncomfortable situations engaged with, students this year are able to give voice to their opinions, using the tool of persuasive language, and are encouraged to express the points of view in an intellectual argument, yet formal setting. Again, this beckons understanding from fellow students, and requires clarity and considered thought in self-expressing opinions appropriately and effectively. Writing is creatively explored, this time through setting of period in time, to encourage empathy and detailed understanding with characters from another 'world'. This ability to identify with characters from another time and place then feed into greater understanding of writers choosing to set pieces in a different time location for a political idea and effect, and we understand the manipulation of time and context as well as language and imagery from year 7 and 8. The power of language is now moving for our students, from simply character and plot, and point of view, to characterisation within a time setting, and the methods the writers undertake in planning particular impacts on their readers or audiences. As ever these explorations are linked to our character education, identifying with victims of society and how power is attained, and to act if given the responsibility of power, and how we as a moral society can attempt to change adversity in all its guises.

COVID19: please note that students in year 9 will begin by being taught in their groups closest to their classes as of March last year, to allow students time to gain confidence and adjust to life in a school environment once more. Regrouping based on ability will take place after Christmas assessments. Our curriculum for the year remains the same as last year; we will be assessing to establish any lost learning that occurred over the period of lockdown, and additional support within the classroom and online, will be put in place to address any potential areas that need further development.

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning:



<p><b>1a</b></p>	<p><b>Of Mice and Men</b></p> <p>How can we develop our analytical skills?</p> <p>How does Steinbeck present the characters in the novel?</p> <p>How is the context relevant?</p>	<p>Students will read 'Of Mice and Men' as a class and will:</p> <p>*Study John Steinbeck, his life and background.</p> <p>*Understand how the context of the novel affects its meaning.</p> <p>*Study setting, plot and characterisation.</p> <p>Students will build on their analysis skills and will analyse the main characters in the text, before exploring the relationship between George and Lennie, making critical comparisons.</p> <p>*Learn new vocabulary and understand it using dictionaries and with the help of context.</p> <p>*Know how language, including figurative language, presents meaning.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment</p> <p><b>Summative assessment:</b> How is George and Lennie's relationship presented in the extract?</p> <p><i>Marked using KS3 Literature markscheme Stickers and written feedback leading question</i></p>	<p><b>See SoWs/Knowledge Organisers</b></p>	<p>Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.</p>
<p><b>1b</b></p>	<p><b>To Kill a Mockingbird/Face</b></p> <p>How can we write a successful description?</p>	<p>Students will read their chosen text and will:</p> <p>*Understand how the context of the novel affects its meaning.</p> <p>*Learn new vocabulary and understand it using dictionaries and with the help of context.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment</p> <p><b>Summative assessment:</b> Creative writing inspired by an image</p> <p><i>Marked using KS3 Literature markscheme</i></p>	<p><b>See SoWs/Knowledge Organisers</b></p>	<p>Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.</p>



		<p>*Know how language, including figurative language, presents meaning.</p> <p>*Use this new vocabulary and knowledge of devices, grammar and structure in their own writing.</p>		<p><i>Stickers and written feedback leading question</i></p>		
<b>2a</b>	<p><b>The Merchant of Venice</b></p> <p>How is Shylock presented throughout the play?</p> <p>How can we develop our analytical skills?</p>	<p>Students will build on their knowledge of Shakespeare and explore specific scenes in the play:</p> <p>*studying plot, characterisation and setting, more specifically how Shylock is presented and how our perception of him changes as the play progresses.</p> <p>*Understanding how the context of the play affects its meaning and thinking about how it is interpreted by a modern day audience.</p> <p>*Making inferences and referring to the text.</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative assessment:</b></p> <p>*verbal feedback *Whole class feedback *Peer/self-assessment</p> <p><b>Summative assessment:</b></p> <p>How is Shylock presented in 1:3 and 3:1 of 'The Merchant of Venice'?</p> <p><i>Marked using KS3 Literature markscheme Stickers and written feedback leading question</i></p>	<p><b>See SoWs/Knowledge Organisers</b></p>	<p>Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.</p>
<b>2b</b>	<p><b>Touching the Void</b></p> <p>How can we be successful in writing a persuasive argument?</p> <p>How can we effectively</p>	<p>Students will develop their understanding of non-fiction texts:</p> <p>*They will read extracts from the biographical account of 'Touching the void',</p> <p>* They will also analyse persuasive arguments,</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative assessment:</b></p> <p>*verbal feedback *Whole class feedback *Peer/self-assessment</p> <p><b>Summative assessment:</b></p> <p>Speaking and Listening individual presentation</p>	<p><b>See SoWs/Knowledge Organisers</b></p>	<p>Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.</p>



	communicate with others?	focusing on how vocabulary, figurative language, grammar and structure contribute to a cohesive argument. *Students will use this knowledge to create their own persuasive speech, which is then presented to the class.		<i>Marked using KS3 Language markscheme Stickers and written feedback leading question</i>		
<b>3a</b>	<b>How can we evaluate the overall effectiveness of a fictional text?</b>  <b>How can we create an effective piece of descriptive writing?</b>	Students are formally introduced to exploring the impact of choices writers make when constructing fiction, building on understanding learnt previously at KS3. This module is building off the back of understanding gained whilst reading and exploring effectiveness of fiction writing whilst reading TKAM / FACE	Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective	<b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment <b>Summative assessment:</b> Language Paper 1 Mock  <i>Marked using GCSE Paper 1 markscheme Stickers and written feedback leading question</i>	<b>See SoWs/Knowledge Organisers</b>	Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.
<b>3b</b>	<b>An Inspector Calls</b>  How does Priestley present plot and character in the play?	Students will begin reading 'An Inspector Calls' and will understand the basic plot, setting and characters. students will now study the effect of individual characterisation,	Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective	<b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment <b>Summative assessment:</b> How does Shelia change throughout the play?	<b>See SoWs/Knowledge Organisers</b>	Reading homework to encourage wider reading of different texts and genres and expose students to new vocabulary.



	<p><b>Poetry</b></p> <p>What is the context of the poem?</p> <p>How has the writer used poetic devices for effect?</p>	<p>making inferences and referring to the text. *Students will also start to understand how the work of dramatists is communicated effectively through performance. *Students will begin to explore the main themes in the play.</p> <p>Students will learn 7 of the key 15 GCSE poems, focusing on: *Their understanding of the poems. *Understanding how the context of the poem/poet contributes to its meaning. *Knowing how the language, including figurative language and vocabulary choice, presents meaning. *Begin to make critical comparisons across the poems.</p>		<p><i>Marked using KS3 Literature markscheme. Stickers and written feedback leading question</i></p>		
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