

English Year 9 – Curriculum Intent – In Year 9 students continue to study the literary cannon and begin by exploring the concept of ‘The Voiceless’, which develops their knowledge of 19th Century society and history through the study of Dickens and other 19th Century authors. This builds upon their knowledge of the Romantic Poets and Gothic Horror genre in Year 8 and lays a secure foundation of the knowledge needed to study Dickens’ ‘A Christmas Carol’ and the Anthology Poetry in GCSE English Literature. They also study the detective genre, which feeds into the study of ‘An Inspector Calls’ in GCSE English Literature. Students then explore the concept of ‘Civilisation’ through a range of dystopian texts, concentrating on the study of ‘The Lord of the Flies’ as a GCSE text. This builds upon their knowledge of 20th Century history from studying ‘Animal Farm’ in Year 8 and builds towards their contextual knowledge of ‘An Inspector Calls’. Finally, students explore the concept of ‘Conflict’ through studying ‘Much Ado About Nothing’ by Shakespeare is the same was they will study ‘Romeo and Juliet’ for their Literature GCSE, building upon the prior study of ‘Macbeth’ and their introduction to Shakespeare in Year 7. They will explore a range of contemporary and pre-1914 war poems, to feed directly into the study of the Anthology Poetry in their Literature GCSE and the ‘Of Mice and Men’, which will build on previous concepts such as prejudice and discrimination and prepare students for the way they study the set texts in their Literature GCSE.

	<u>Unit Intent</u> (i.e. how does support learning in the next unit/future units/exam prep, etc)	<u>Content Coverage</u>	<u>Method/s of Assessment</u> (At least one method of assessment to be listed per term)
<u>Term 1 and 2 Concept: The Voiceless</u>	<ul style="list-style-type: none"> Develop understanding of the affect the Industrial Revolution has on 19th Century society feeds forward to the study of Dickens and the Anthology Poetry at GCSE and AO3. Feeds back to the study of Romanticism. Introduce students to Charles Dickens, his life and social beliefs feeds forward to the study of Dickens at GCSE and AO3. 	Extracts from Dickens: <ul style="list-style-type: none"> Oliver Twist/Nancy + Fagin (workhouse), A Christmas Carol (The Cratchits’) Extract Nicholas Nickleby (school), Magwitch (prison) Bronte – Extract from Jane Eyre Havisham – Carol Ann Duffy Sherlock Holmes – mixed media representation 	<ul style="list-style-type: none"> Transactional writing – Write a report into the condition of a Victorian Workhouse PEE Writing – How are the Cratchits’ presented in the extract? Speaking and Listening – presentation of an anti-hero of your choice PEE Writing: How is Sherlock Holmes presented in the extract

	<ul style="list-style-type: none"> • Develop understanding of the Poor Law and the rise of poverty in the 19th Century and how this affected society in the 20th Century feeds forward to the study of Dickens, Priestley and the Anthology Poetry at GCSE and AO3. Links back to the study of Romanticism and Animal Farm. • Develop knowledge of the representation of women in Literature of the 19th Century feeds forward to the study of female characters at GCSE. Feeds back to The Yellow Wallpaper, Macbeth and the Crucible. • Introduce students to the Detective Genre and its conventions feeds forward to the study of Priestley at GCSE. • Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE 	<p>(original stories and film adaptations)</p>	<ul style="list-style-type: none"> • Transactional Writing: Review – Sherlock (BBC) v Sherlock (Guy Ritchie)
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	Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11.		
<u>Term 3 and 4 Concept: Civilisation</u>	<ul style="list-style-type: none"> • Development of knowledge of the Dystopian Genre feeds forward to AO3 at GCSE. Feeds back to the study of Animal Farm. • Develop understanding of turmoil of the 20th Century and the rise of technology and how this influenced Dystopian Writers feed forward to the study of Priestley at GCSE. Feeds back to the study of Animal Farm. • Develop understanding of how women's right and freedoms developed (or not developed) over the 20th and 21st Century feeds forward to the presentation of female characters and the context of female poets at GCSE. Feeds back to The Yellow Wallpaper, Nancy in Oliver Twist, Havisham and Macbeth and The Crucible. • Develop understanding of human right and the concept of what makes someone human feeds forward to the 	<ul style="list-style-type: none"> • Extracts from 1984 – George Orwell • Extracts from Brave New World • Extracts from The Handmaid's Tale • Extracts from Never Let Me Go • The Lord of the Flies – William Golding 	<ul style="list-style-type: none"> • PEE Writing – extract analysis 1984 • Transactional Writing – article on women's rights and freedoms in the 21st Century • Speaking and Listening – in response to the film version of 'Never Let Me Go' • PEE Writing – extract from The Lord of the Flies • Narrative writing based on The Lord of the Flies • Essay – How is Jack presented at different points in the novel?

	<p>presentation of repressed and dehumanised characters in GCSE texts and <i>Of Mice and Men</i>. Feeds back to the Science Fiction genre and concept of the soul from the Bible studies.</p> <ul style="list-style-type: none">• Develop understanding of how William Golding's experiences, particularly in World War 2, influenced his writing. Feeds forward to AO3 GCSE and how Priestley was also influenced by WW2. Feeds back to Biblical studies.• Explore the concept of the 'heart of darkness' in mankind and how Golding presents ideas of good and evil. Feeds forward to the study of Priestley and Dickens. Feeds back to Bible studies.• Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams.		
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<p><u>Term 5 and 6 Concept: Conflict</u></p>	<ul style="list-style-type: none"> • Revision and development of knowledge of Shakespearian language. Feeds forward to the study of Romeo and Juliet at GCSE. Feeds back to the study of Macbeth and Shakespeare in Year 7. • Revision and development of knowledge of Shakespearian culture, with particular focus on the patriarchal society and the position of women. Feeds forward to the study of Romeo and Juliet at GCSE. Feeds back to the study of Macbeth and Shakespeare in Year 7. • Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11. • Introduction to World War 1 and the experiences of the soldiers. Feeds forward to 	<ul style="list-style-type: none"> • Much Ado About Nothing – Shakespeare • War Poetry – pre and post 1914 • Of Mice and Men – John Steinbeck 	<ul style="list-style-type: none"> • PEE Writing: First impressions of Beatrice • Transactional writing: Letter – write a letter from Bendick to Beatrice where he expresses his feelings towards her. • Speaking and Listening: How is Don Jon presented as a villain? How could you link him to previous villains we have studied? • Essay: How is Beatrice and Benedick’s relationship presented at different points in the play. • Creative writing: Write your own poem about an issue you feel strongly about. • Essay: How does Steinbeck present the theme of friendship in Of Mice and Men?
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	<p>the Poetry Anthology and Priestley at GCSE. Feeds back to the focus on 20th Century history and the affect this had on society.</p> <ul style="list-style-type: none">• Introduction to 20th Century aspects of American History: the Wall Street Crash, The Great Depression, the treatment of women and the slave trade and treatment of black people. Feeds forward to thematic concepts in all GCSE texts. Feeds back to the demonization and discrimination of the poor in 19th Century society and the treatment of women in texts studied.• Development of analytical writing (PEE). Feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11.		
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	<ul style="list-style-type: none">• Develop understanding of narrative structure and motifs. Feeds forward to all texts studied at GCSE.		
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