

YEAR 9 CURRICULUM PLAN FOR ENGLISH



TOPIC	KEY LEARNING	ASSESSMENT
Heroes and Villains	<ul style="list-style-type: none"> • Understand and revise key elements of punctuation and grammar from Years Seven and Eight. • Understand the roles of the protagonist and antagonist in a story. • Understand the different hero and villain archetypes and read and analyse a range of extracts exploring how they are presented. • Revisit literary techniques that are used to describe and understand how to use PAIRS to establish, describe and analyse characters before applying these skills to your own character pair. • Revisit and understand the mythological story of Medusa and read, understand and analyse the poem 'Medusa'. • Revisit contextual factors influencing Victorian and Romantic literature. • Understand the poem, 'The Chimney Sweeper' by William Blake and explore how children are presented in the poem. 	<p>Spelling age and reading age tests will be completed during the first week.</p> <p>Knowledge retrieval and VSSPS checks weekly.</p> <p>Scene about the meeting of own character pair formally assessed.</p>
Heroes and Villains	<ul style="list-style-type: none"> • Revise the roles of heroes and villains. • Revise the elements of an effective narrative opening, the importance of structure and how characters are presented. • Understand what is meant by narrative structure and different forms of narrative structure and their possible effects. • Revise literary techniques and apply skills learnt to plan and write a short story with a hero and villain which utilises a specific narrative structure. • Understand what is meant by a 'role model'. • Read and analyse a range of non-fiction extracts considering how real-life heroes and villains are presented. • Revisit the conventions of a speech and how to form an effective argument and produce a presentation about a chosen role model. 	<p>Knowledge retrieval and VSSPS checks weekly.</p> <p>Narrative piece formally assessed.</p>
Prejudice	<ul style="list-style-type: none"> • Revisit understanding and examples of inequality from previous learning. • Understand what is meant by the word prejudice and how we may hold prejudices without realising it. • Understand what is meant by culture and the range of elements that can contribute to a person's culture and explore a range of cultures from different parts of the world and how they are presented in a range of fiction extracts. • Revisit how to answer 'how does the writer...?' questions. • Understand the conventions of travel writing while reading and analysing a range of travel writing extracts before producing your own piece. • Understand how to answer 'thoughts and feelings' questions. • Understand the plot, characters and themes in the novel 'The Hate U Give'. 	<p>Knowledge retrieval and VSSPS checks weekly.</p> <p>'Thoughts and feelings' question formally assessed.</p> <p>Travel writing formally assessed.</p>
Prejudice	<ul style="list-style-type: none"> • Revisit what is meant by inequality, prejudice and misogyny. • Explore how racism and gender (including the concepts of gender roles, misogyny and masculinity) are presented in a range of fiction and non-fiction texts including extracts from 'THUG'. • Revisit how to answer 'to what extent...?' questions and apply these skills. • Understand what is meant by empathy, its importance and the conventions of empathetic writing and apply these by writing an empathetic piece as the character of Starr. 	<p>Knowledge retrieval and VSSPS checks weekly.</p> <p>'To what extent...?' question formally assessed.</p> <p>Empathetic writing formally assessed.</p>

Power and Morality	<ul style="list-style-type: none"> • Understand the concepts of power, corruption and how the two can be linked including real-life examples. • Revisit 'The Great Chain of Being' and how power was structured in the Elizabethan and Jacobean societies. • Explore extracts from a range of Shakespeare plays where power is presented as corrupting. • Revisit how to answer 'impressions' and 'how does the writer questions...?' • Understand the concept of poverty (with a particular focus on Victorian society) as a contextual influence. • Explore how poverty and the poor is presented in a range of texts with a particular focus on Dickens' texts. 	<p>Knowledge retrieval and VSSPS checks weekly.</p> <p>'Impressions' and 'to what extent...?' question formally assessed.</p>
Power and Morality	<ul style="list-style-type: none"> • Revisit the concepts of inequality, gender and poverty. • Revisit the context of Victorian literature. • Understand the meaning of Capitalism, Communism and Socialism and examples of where these ideologies have been seen throughout the world and throughout history. • Understand the plot, characters and themes of 'An Inspector Calls'. • Revisit the conventions of writing a review. • Apply the conventions of writing a review to their own review of the play. 	<p>Knowledge retrieval and VSSPS checks to take place weekly.</p> <p>Review writing formally assessed.</p>