

Year 9 Curriculum Overview 2024-25

	WRITING NON-FICTION	READING SHAKESPEARE	READING POETRY	WRITING CREATIVE WRITING	READING NOVEL
Scheme of Learning	Rhetoric: Writing to Empower	Shakespearean Tragedy: "The Merchant of Venice"	Conflict poetry	Modern Fiction: Dystopian "Coram Boy" by Jamilla Gavin	
Half-term	Autumn		Spring – 2.1	Spring – 2.2	Summer
Curriculum Intent	<p>This unit will focus on developing vocabulary, use of figurative language and a golden thread and structure, all of which will help students to better express themselves in future life. The unit here at this stage of the course will encourage discussion and engagement with current topics, allowing students to build their personal opinions and widen their world view.</p> <p>Moving forward pupils will need to articulate their views in many areas of their lives and, we teach pupils to outline and convey their views effectively and with evidence to support them – a key life skill.</p> <p>The focus is two-fold: to develop their skills in fulfilling the conventions of these non-fiction forms and to develop their creativity and expression in writing.</p>	<p>This unit explores the nature of Tragedy and its key features in comparison to the Comedic form studied in year 8. Reading analysis is further developed here with the enhancing of analytical style in response to the Shakespearean stimulus. Complex structural features and plot devices are explored carefully in this dramatic work.</p> <p>Exploration of historical context and literary developments provide cultural awareness. We explore how Shakespeare's plays are still relevant today and we explore focused and whole textual analysis. Looking specifically at how language is used to refer and present to different groups of people – focus on stereotypes and issues. We focus on exploring linked issues in the text:</p> <ul style="list-style-type: none"> Gender Disguise Deceit Justice Quality of mercy 	<p>The conflict thread runs through this unit exploring war poetry and its linked themes.</p> <p>This term focuses on structuring analytical writing to develop pupils' ability to see discourse structures and the effect they have on the quality of their writing. Synthesis and comparison between poems is a key skill we develop and hone to build pupils' confidence in this higher order thinking.</p>	<p>In this half-term the focus is on creative and imaginative writing, developing a range of different skills from punctuation to structure to enhance the quality of narrative writing. The purpose of this unit is to develop the pupils' autonomy and skill as writers. The power to write creatively is necessary for pupils' development as individuals, learning how best to express themselves and control their written work. The aim is for the pupils to apply these skills in creative writing to their own work and enhance the quality of their written work effectively as they develop their own identity and voice as writers.</p>	<p>We bring together enhanced analytical skills in this final full class reader, 'Coram Boy', of KS3 through exploration of characters, setting and plot. The text's topics are a useful springboard for discussion about moral values, personal conduct, hypocrisy, poverty, education and the effects on our lives, amongst plenty of others. The challenge of this text in terms of its complexity enables the exploration of narrative perspective and reader responses through the narrative changes and time shifts in the different parts. Symbolism is particularly significant. Contextual knowledge and understanding is vital. The historical nature of this text is important for study at this stage in the pupils' journey through English and the racially broader nature of the text is an excellent link from the key theme of race in "The Merchant of Venice" and Conflict poetry that has already been studied. The adult themes of this book could be distressing and it is right that this text is placed at the end of the Key Stage due to the maturity required.</p>
Core Skills	=Exploration of different forms: leaflets, website, travel writing, travelogue,	=Thematic development in interpreting Shakespearean play.	Evaluate the impact of context on poem's theme/message	=Analysing linguistic and structural features. =Write to match purpose, audience and form	= Exploration of pre twentieth century challenging Novel. =Close textual analytical skills within context of novel as a whole.
KS2 Links	=Explore different speeches				

KS4 Links	<p>and evaluate their success – apply skills learned. letters, role of the documentary....</p> <p>=Increase sophistication of argument and content.</p> <p>=Structuring and crafting non-fiction writing to impact on reader.</p> <p>=Write to match purpose and organise effectively.</p> <p>=Accurate spelling, punctuation and grammar.</p> <p>=Write cohesively and legibly.</p>	<p>=Progression to full analytical essay whole play.</p> <p>=Critical skills and higher order thinking</p> <p>=Develop skills how to revise a Literature text.</p> <p>=Dramatic presentations and explorations of play.</p> <p>=Skills of performance and interpretation of dramatic devices.</p> <p>=Develop skills of cohesive essay writing: structuring argument.</p> <p>=Interpreting character and theme through dramatic features: Dramatic Irony.</p> <p>=Analysis of plot structure- main plot and sub plot.</p> <p>=Analysis blank verse and prose.</p> <p>=Hone analytical skills for essay response using PEACH</p> <p>=Understand relationship between text and the context.</p> <p>=Evaluative responses with line of argument.</p>	<p>=Judge the effect of poet’s choice of diction and structure</p> <p>=To develop synthesis skills by comparing two poems.</p> <p>=Exploring unique contexts of two different poems to develop skills of comparing and contrasting.</p> <p>=Structuring a comparative essay using the language of critical analysis.</p> <p>=Read, understand, analyse and interpret texts.</p> <p>=Show understanding of the relationships between texts and the contexts.</p> <p>=Communicate clearly and imaginatively</p>	<p>considering structure / style</p> <p>=Writing speeches to argue, persuade and advise: different intent</p> <p>=Explore rhetoric using range of vocabulary and sentence structures for clarity and effect. Apply.</p> <p>=Make sure spelling and punctuation is accurate.</p> <p>=Select / amend /manipulate tone for different purposes and audiences.</p> <p>=Create your own version of a key speech to resonate in a different context.</p> <p>=Paragraphing for effect</p> <p>=Choice of diction to make meaning emphatic</p> <p>=Persuasion argument and rhetoric</p> <p>=Standard English</p> <p>=Pathos, ethos, logos</p> <p>=Language of a public figure, classical roots of public speaking</p>	<p>Read, understand, analyse and interpret texts. Show understanding of the relationships between texts and their contexts. =Communicate clearly and cohesively.</p> <p>=To explore symbolism, ethics and morals, ideas about power and abuse of power, society and leadership, ideology and the suffering of those on the periphery of society.</p> <p>=Craft writing using literary devices.</p> <p>=Create writing that uses punctuation and sentence types for effect.</p> <p>=Engage reader through creative task.</p> <p>=Emphatic use of paragraphs and structure.</p>
Main Assessment	Persuasive Speech- Room 101	Literature essay- critical analysis essay on character of Shylock in MOV.	Critical response to Literature- poetry task comparison of 2 poems connected by theme.	Creative writing	Reading task critical analysis of “Coram Boy”
Cross curricular	PSHE	RE Anti-Semitism. Business moneylending and interest – pound of flesh	History/Geography diversity of poetry collection.	RE/ Sociology	History/ English class structure and orphanages contemporaneously to this story