

English Curriculum Overview – Year 9

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Poetry: Character and Voice	<ul style="list-style-type: none"> Key ideas, themes and perspectives within studied poems Poetic devices (e.g. <i>imagery, similes, metaphors, personification, symbolism, semantic fields</i>) Structural techniques (e.g. <i>free verse, stanzas, enjambment</i>) Comparative PEEE paragraph format (<i>Comparative Point – Evidence – Explain – Explore</i>) and what each of these terms mean 	<ul style="list-style-type: none"> Interpreting meaning and tone in poems Evaluating how poetic methods shape these meanings Selection of the most effective textual support for arguments Interpreting wording and demands of set questions Effective annotation skills Identifying how key themes are revealed through language choices Identifying intended authorial purpose and/or message How to structure a successful analytical response using the PEEE paragraph format How to peer assess partner work using set criteria How to develop personal opinions with group discussions 	Regular peer and self-assessment of written work End of unit written Reading assessment <i>Option for Spoken Language assessment</i>	Comprehension tasks as set from student work booklet Challenge extension tasks Independent annotation of poems Comparative PEEE paragraph practice using provided scaffolds / sentence starters Image prompt based creative writing tasks linked to key ideas within studied poems	Appreciation of different poetic styles and perspectives on the world. Grateful for different writers' contributions to literature. Dignity of God's people – through looking at how writers draw attention to important personal and social issues. Exploration of the impact of colonialism and how we can reflect on our own cultural diversity within written works Exploration of the impact of patriarchy Pupils are taught the importance of English in everyday life and how useful it is in all careers.	Basis for techniques to be explored in further Literature texts Basis for analytical skills to be used in both Literature-based units and Language Paper 1 GCSE Paper Basis for Language Paper 1 Creative Writing component

					Spoken Language tasks encourage pupils to speak out and be able to express their opinions clearly (<i>Interview skills / Public speaking</i>)	
					Analysis of evidence to support arguments (<i>Law</i>)	
Autumn Term 2						
<p>Modern Drama</p> <p><u>Text options:</u> - 'A View from the Bridge' - 'Kindertransport'</p>	<ul style="list-style-type: none"> Plot, characters, relationships and themes of set play Structural and dramatic techniques frequently used by playwright (e.g. <i>dialogue, stage directions, dramatic irony, use of a Chorus, etc.</i>) Understanding of success criteria and mark scheme How to plan and structure a successful exam-style PEEE analytical response by looking at sample responses as models 'A View from the Bridge' specific – tragic hero; relevant historical contexts and relation to key ideas, 	<ul style="list-style-type: none"> Identifying how key themes are revealed through language and imagery choices Evaluating presentation of characters and how an audience is meant to respond Evaluation of writer's intended purpose and/or messages Developing personal opinions and responses to set texts Linking appropriate contextual information to selected evidence and using this to help develop analysis of ideas Considering how individual scenes relate to the wider ideas in a play Writing analytical PEEE paragraph responses to a set extract 	<p>Regular peer and self-assessment of written work</p> <p>End of unit written Reading assessment</p> <p>Spoken Language independent oral presentation assessment</p>	<p>Comprehension questions</p> <p>Key quotation/extract close analysis tasks</p> <p>PEEE paragraph practice</p> <p>Non-fiction speech or letter writing task</p>	<p>Solidarity / Community and Participation (and the common good) – standing up for those who are less fortunate</p> <p>Solidarity - empathy / united in harmony with those who are affected by social injustice</p> <p>Stewardship – clear reasons as to why social responsibility is so important</p> <p>'Kindertransport' specific – widening student knowledge and understanding of war and its impact within our understanding of the world</p> <p>'A View from the Bridge' and 'Kindertransport'</p>	<p>Further consolidation of understanding of drama texts and the role of drama specific devices in shaping meaning</p> <p>Opportunity to review same skills used during Shakespeare study</p> <p>Basis for AQA Spoken Language Endorsement</p>

	<p>themes and characters (e.g. mass migration of <i>Italians to America</i>)</p>				<p>specific – widening student knowledge understanding of migration and immigration</p> <p><i>'Kindertransport'</i> specific – links to History curriculum and teaching of World War II</p> <p><i>'A View From the Bridge'</i> specific – links to History curriculum and gender roles within 1950s America</p> <p>Focus on public speaking oration skills (i.e. intonation) and ability to answer questions under pressure (<i>Interview skills / Public speaking</i>)</p>	
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Spring Term 1

<p>Shakespeare's Villains</p> <p>(extracts from <i>'The Merchant of Venice'</i>, <i>'Romeo and Juliet'</i>, <i>'Othello'</i>, <i>'Macbeth'</i>)</p>	<ul style="list-style-type: none"> Plot, characters, relationships and themes of set play Literary devices frequently used by Shakespeare (e.g. <i>religious imagery, repetition, imperatives, modal verbs, symbolism, etc.</i>) Structural techniques frequently used by 	<ul style="list-style-type: none"> Identifying how key themes are revealed through language choices Identification of Shakespeare's use of devices to present specific ideas about villainous characters and relationships between characters Evaluating presentation of villainous characters and how an audience is meant to respond to these characters 	<p>Regular peer and self-assessment of written work</p> <p>Creative Writing image - prompt assessment</p> <p>End of unit extract-based written Reading assessment</p>	<p>Contextual research of Shakespeare's Globe and key aspects of Elizabethan society</p> <p>Comprehension questions</p> <p>Key quotation close analysis tasks</p>	<p>Dignity of God's people / Peace and Reconciliation – plight of oppressed people (e.g. <i>Shylock, mistreatment of females</i>)</p> <p>Courageous and resilient / Leading others in the pursuit of justice – celebrating those who stand up for justice</p>	<p>Basis for techniques to be explored in further Literature texts, as well as unseen Language texts</p> <p>Links to dramatic techniques explored</p>
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	<p>Shakespeare (<i>e.g. iambic pentameter, foreshadowing, etc.</i>)</p> <ul style="list-style-type: none"> • Dramatic devices used by Shakespeare (<i>e.g. dialogue, monologues, soliloquys, stage directions, asides, etc.</i>) • Relevant historical contexts and relation to key ideas, themes and characters (i.e. Exploration of the New World etc.) 	<ul style="list-style-type: none"> • Effective annotation skills • Identification of Shakespeare’s intended purpose and/or message • Developing personal opinions and responses to set texts • Considering how key scenes relate to the wider ideas in a play • Writing analytical PEEE paragraph responses to a set extract • Understanding of role of contextual influences upon a writer’s work and how a contemporary audience would respond 		<p>Perspective-based creative writing tasks</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Image prompt based creative writing tasks linked to key ideas within play</p>	<p>Dignity and compassion – the impacts of selfish behaviour</p> <p>Listening and attentive – students challenged to go beyond the explicit and explore the implicit ideas in studied play</p> <p>Research opportunities to develop wider knowledge</p> <p>Trips where possible to watch performance of Shakespeare play (if on stage)</p> <p>Links to History curriculum through the exploration of life in the Elizabethan era</p> <p>Directing and performing key scenes (<i>Drama and Theatre</i>)</p>	<p>during study of Modern Drama Texts</p> <p>Links to GCSE Language Paper 1 – Explorations in Creative Reading and Writing</p>
Spring Term 2						
<p>Language Paper 1 Fiction Skills</p> <p><u>Extracts from:</u> Dystopian Extracts from 1984, Fahrenheit 451, The Bees</p>	<ul style="list-style-type: none"> • What a dystopian society looks like, what issues people might face (i.e. being controlled by harsh laws) • Literary devices frequently used by writer (<i>e.g. similes,</i> 	<ul style="list-style-type: none"> • Effective extract annotation skills • Identifying how key themes are revealed through a writer’s specific language choices • Evaluating the presentation of characters and how a reader 	<p>Regular peer and self-assessment of written work</p> <p>End of unit extract-based written Language Paper</p>	<p>Contextual research of dystopian societies and key aspects of a dystopia</p> <p>Comprehension questions</p>	<p>Solidarity / Community and Participation (and the common good) – standing up to those in power</p> <p>Solidarity - empathy / united in harmony with those who are affected by social injustice</p>	<p>Links to GCSE Language Paper 1 – Explorations in Creative Reading and Writing</p>

	<p><i>metaphors, symbolism, etc.)</i></p> <ul style="list-style-type: none"> Structural techniques frequently used by writer (<i>e.g. point of view, dialogue, setting description, etc.</i>) Understanding of success criteria and mark scheme How to plan and structure responses specifically based on Language Paper 1 Section A questions. 	<p>could respond to these characters</p> <ul style="list-style-type: none"> Evaluation of writer's intended purpose and/or messages Developing personal opinions and responses to text and key themes Responding to Language Paper 1 questions 1-4 based on the extract (inference, deduction, analysis, evaluation) Considering how key extracts relate to the wider ideas in a novel and how these ideas connect Using an author's work as a stimulus for own creative writing, emulating style and methods 	<p>1 Section A (except question 3)</p> <p><i>Option for Creative Writing assessment, based on Language Paper 1 Q5</i></p>	<p>Key quotation close analysis tasks</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p>	<p>Stewardship – clear reasons as to why social responsibility is so important</p> <p>Widening student knowledge and understanding of social corruption and its impact within our understanding of the world</p> <p>Selection of extracts introduces students to wider reading opportunities within the Dystopian genre</p> <p>Links to History curriculum and teaching of World Wars (Nazi book-burning, oppression)</p> <p>Writing of fiction literary using devices to shape meaning for a specific audience (<i>writing and publishing</i>)</p> <p>Analysis of evidence to support arguments (<i>Law</i>)</p>	<p>Basis for techniques to be explored in further unseen Language texts</p>
Summer Term 1						
<p>Paper 2 Non-Fiction: Social Justice</p>	<ul style="list-style-type: none"> Knowledge and understanding of different types on non- 	<ul style="list-style-type: none"> Effective extract annotation skills Identifying how key themes are revealed through a 	<p>Regular peer and self-assessment of written work</p>	<p>Contextual research of BLM movement,</p>	<p>Solidarity / Community and Participation (and the common good) – standing up for human rights</p>	<p>Links to GCSE Language Paper 2 – Explorations in</p>

	<p>fiction texts and their conventions</p> <ul style="list-style-type: none"> • Rhetorical/Persuasive devices frequently used in non-fiction writing (<i>e.g. anecdote, statistics, exaggeration, etc.</i>) • Structural techniques frequently used by writer (<i>e.g. point of view, subheadings, letter structure etc.</i>) • Understanding of success criteria and mark scheme • How to plan and structure responses specifically based on Language Paper 2 questions 	<p>writer's specific language choices</p> <ul style="list-style-type: none"> • Evaluating the presentation of characters and how a reader could respond to these characters • Evaluation of writer's intended purpose and/or messages • Developing personal opinions and responses to text and key themes • Responding to Language Paper 1 questions 1-4 based on the extract (inference, deduction, analysis, evaluation) • Using an author's work as a stimulus for own creative writing, emulating style and methods 	<p>End of unit extract-based written Language Paper 1 Section A (except question 3)</p>	<p>Civil Rights Movement and other social injustices</p> <p>Comprehension questions</p> <p>Key quotation close analysis tasks</p> <p>Perspective-based non-fiction writing tasks (i.e. speech)</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p>	<p>Solidarity - empathy / united in harmony with those who are affected by social injustice</p> <p>Stewardship – clear reasons as to why social responsibility is so important</p> <p>Widening student knowledge and understanding of racial injustice and its impact within our understanding of the world</p> <p>Links to History and PSHE curriculum and teaching of Current affairs and the Civil Rights Movement</p> <p>Focus on public speaking oration skills and ability to answer questions under pressure (<i>Interview skills / Public speaking</i>)</p> <p>Writing of non-fiction articles using rhetorical devices to shape meaning for a specific audience (<i>Journalism</i>)</p>	<p>Non- Fiction Reading and Writing</p> <p>Basis for techniques to be explored in further Literature texts, as well as unseen Language texts</p>
<p>Summer Term 2</p>						

<p>Novel</p> <p><u>Text Options:</u> - 'Animal Farm' - 'Of Mice and Men' - 'Lord of the Flies'</p>	<ul style="list-style-type: none"> Plot, characters, relationships and themes of novel Literary devices frequently used by writer (e.g. <i>similes, metaphors, symbolism, pathetic fallacy, etc.</i>) Structural techniques frequently used by writer (e.g. <i>point of view, dialogue, foreshadowing, etc.</i>) Understanding of success criteria and mark scheme How to plan and structure an exam-style PEEE analytical response How to write for a creative writing task based on a picture linked to a key idea within the text 	<ul style="list-style-type: none"> Effective extract annotation skills Identifying how key themes are revealed through a writer's specific language choices Evaluating the presentation of characters and how a reader could respond to these characters Evaluation of writer's intended purpose and/or messages Developing personal opinions and responses to text and key themes Writing analytical PEEE paragraphs in response to a set extract Considering how key extracts relate to the wider ideas in a novel and how these ideas connect Using an author's work as a stimulus for own creative writing, emulating style and methods 	<p>Regular peer and self-assessment of written work</p> <p>Creative Writing image-prompt assessment</p> <p>End of unit extract-based written Reading assessment</p>	<p>Independent reading of set chapters</p> <p>Comprehension questions</p> <p>Written reflections on key themes and ideas</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Perspective-based fiction and non-fiction creative writing tasks</p> <p>Image prompt based creative writing tasks linked to key ideas within novel</p>	<p>Community and Participation (and the common good) / Solidarity – standing up for those who are less fortunate or are SEND</p> <p>Empathy / united in harmony with those who are affected by someone with SEND</p> <p>Stewardship – clear reasons as to why empathy is so important</p> <p>Dignity of God's people – discussion of effects of bullying</p> <p>Peace and Reconciliation – discussion of how relationships can overcome conflict</p> <p>Introduction to modern classics to expose students to literary canon and wider reading opportunities suggested linked to texts</p> <p>Links to PSHE curriculum, including ESMH, resilience, anti-bullying, etc.</p>	<p>Links to GCSE Language Paper 1 – Explorations in Creative Reading and Writing</p> <p>Development of skills which support study of set Literature texts</p>
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					<p>Links to History curriculum – post world war impacts, communism, the Great Depression and Dustbowl era.</p> <p>Group tasks undertaken to build collaborative skills</p> <p>Study of the work of a set author, using their genre and style as a stimulus for independent creative writing (<i>Writing & Publishing</i>)</p> <p>Take on the role of a teacher and teach the class on specific extracts (<i>Teaching</i>)</p>	
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