


<h2>Year 9: English</h2>	<p>Curriculum Intent: Students will study two plays and a collection of poetry and literature based on the themes of war and conflict. They will study a Shakespeare play as well as a modern play offering a variety of different historical contexts, settings and different genres. Through the study of poetry and literature, students are able to consider the purpose of war as well as reflecting on both historical and modern-day wars. Students will develop their debating skills as well as building of the skills of ethos, pathos and logos through speech writing. They will also develop skills to analyse language and then transfer this into essays which focus on how language is used for meaning, effects on a reader as well as to consider how the structure of a text impacts the reader. Students will explain and discuss their understanding of what they have read, drawing on inferences and justifying these with evidence, focusing particularly on evaluating how authors use language, including figurative language. The learning journey will continue with the development of grammar, spelling and punctuation skills by looking at how writers manipulate grammar and punctuation to enhance meaning. Students will continue to develop their creative writing skills through description of setting, character and atmosphere by applying accurate grammar, spelling and punctuation.</p>					
	<p>Term 1 Love and Relationships Poetry Language Paper 1 – Of Mice and Men Extracts</p>	<p>Term 2 Hamlet: Theme of a Tragic Hero Language Paper 2 – Section B Writing Skills</p>	<p>Term 3 Blood Brothers: Theme of Social Class Language Paper 1 – Section B Theme: Dystopia</p>			
<p>Reading and Writing Focus Speaking and Listening Focus</p>	<p>Literature: Studying a selection of poems from the GCSE Love and Relationships anthology.</p> <p>Language: An opportunity to develop reading skills using extracts from Of Mice and Men.</p>	<p>Literature: Studying the historic play, Hamlet, focusing on a tragic hero.</p> <p>Language: An opportunity to develop non-fiction writing skills.</p>	<p>Literature: Studying the modern play Blood Brothers.</p> <p>Language: An opportunity to develop descriptive writing skills with a focus on the Dystopian genre.</p>			
<p>Topic Titles (in order of delivery)</p>	<p>Literature: Poetry</p> <ol style="list-style-type: none"> Love and Relationships in poetry. Language used to present loss and heartache. Exploration of ideas associated 	<p>Language: OFMAM</p> <ol style="list-style-type: none"> Understanding 1920s/ 1930s context Exploring description through setting. Analysing language. 	<p>Literature: Hamlet</p> <ol style="list-style-type: none"> What are the key features on the play? What is a tragedy/ comedy? 	<p>Language: Writing Skills.</p> <ol style="list-style-type: none"> What are stereotypes? Dangers of a single story. Identifying fake news. 	<p>Literature: Blood Brothers.</p> <ol style="list-style-type: none"> Prologue. Setting and context. Exploring Mrs Johnstone. 	<p>Language: Dystopia Writing Skills</p> <ol style="list-style-type: none"> Utopia and Dystopia. Sensory language Narrative writing.

	<p>with commitment and reconciliation.</p> <ol style="list-style-type: none"> 4. Explore themes of parental love and separation. 5. Exploring children's independence. 6. Importance of language and structure in poetry. 	<ol style="list-style-type: none"> 4. Characterisation. 5. Friendship. 6. The language of Curley. 7. Evaluating Curley's character. 8. Bunkhouse analysis 9. Curley's wife 10. Candy's dog. 11. Racism 12. Crooks' bedroom 13. Bindlebums 14. American Dream 15. Curley's wife's death 16. Isolation 17. Revision 18. Shattered dreams 	<ol style="list-style-type: none"> 3. How are the characters connected? 4. What are the relationships like between key characters? 5. How is a key character presented? 6. What is the role of a tragic hero in Shakespeare? 7. What are the key themes of the play? 8. How to understand the key language. 9. How has a character been developed over the play? 10. What is a soliloquy? 11. Exploring key character relationship developments. 12. How does the play end? 	<ol style="list-style-type: none"> 4. Language features – using DAFOREST. 5. What is identity? 6. Writing to argue. 7. Writing a letter to argue point of view. 8. Migrants and refugees. 9. History of Immigration in Britain. 10. What is Form? 11. Storytelling non-fiction 12. Writing an article. 13. Myth busting fake news. 14. Writing to advise. 	<ol style="list-style-type: none"> 4. The 'plan' and sympathy for character. 5. The twins. 6. Russell's aims. 7. Mickey and Edward. 8. Class differences. 9. The Policeman. 10. Mickey and Edward 11. Beginning of Act 2. 12. Relationships. 13. Creating contrasts. 14. The narrator 15. Adolescence 16. Mrs Lyons, Madness and Fate. 17. Edward returns from University. 18. The robbery and arrest. 19. The ending pt. 1. 20. The ending pt. 2. 	<ol style="list-style-type: none"> 4. Planning a narrative. 5. Flashbacks. 6. Imagination AO6. 7. Descriptive Writing. 8. Narrative Viewpoints 9. Dual Narrative 10. Punctuation 11. Tenses 12. Imitating Sentences 13. Writing openings 14. Interesting vocabulary 15. Vocabulary for atmosphere 16. Punctuating dialogue
Vocabulary	<p>Literary techniques Context Power Conflict Effects Comparison</p>	<p>Literary techniques Adjectives Synonyms Paragraphing Tension Atmosphere</p>	<p>Peer pressure Stage directions Stagecraft Narrator Prologue Monologue</p>	<p>Friendship Relationship Context Differences Wrongful arrest Stereotypes</p>	<p>Tragedy Comedy Hero Tragic hero Hamartia Ghosts</p>	<p>First, second- and third-person perspective. Tenses Sensory Narrative</p>

	Propaganda Emotive language Diary Hardship War	Tone Pace Sentence types Hook	Character Themes Class Gangs Hierarchy	Identity Leaflet Counterargument Language techniques	Love Revenge Mortality Soliloquy Madness	Descriptive Dialogue Dual narrative Flashbacks Hooks
Grammar, punctuation and spelling	<ol style="list-style-type: none"> 1. Spelling of key words 2. Punctuation used 3. Written expression is clear 	<ol style="list-style-type: none"> 1. Use a range of sentences in writing. 2. Use punctuation to build the tone of your writing. 	<ol style="list-style-type: none"> 1. Spelling of key words 2. Punctuation used 3. Written expression is clear 	<ol style="list-style-type: none"> 1. Use a range of sentences in writing. 2. Use punctuation to build the tone of your writing and to show your viewpoint. 	<ol style="list-style-type: none"> 1. Spelling of key words 2. Punctuation used 3. Written expression is clear 	<ol style="list-style-type: none"> 1. Use a range of sentences to build your scene. 2. Describe using a range of punctuation.
Assessment	<p>Assessment 1: Knowledge retention quiz</p> <p>How does the writer present romantic feelings in 'Winter Swans?'</p> <p>Assessment 2: How does the poet present <i>theme/ topic/ idea</i> in one of the studied poems?</p>	<p>Assessment 3: Knowledge retention quiz</p> <p>How does the writer present Lennie as childlike?</p> <p>Assessment 4: How does the writer use language to present [.....]?</p> <p>How does the writer use structure to build tension?</p>	<p>Assessment 1: Knowledge retention quiz.</p> <p>Assessment 2: Write an article to argue a viewpoint in response to the statement.</p>	<p>Assessment 3: Knowledge retention quiz.</p> <p>Assessment 4: Reading assessment – writing about the play, based on an extract.</p>	<p>Assessment 1: Knowledge retention quiz</p> <p>Assessment 2 Reading assessment – exploring a key theme using an extract.</p>	<p>Assessment 3: Knowledge retention quiz</p> <p>Assessment 4: Writing a story or description.</p>