

KAA Curriculum Overview		English	Year 9	EOY Exam	Sequencing and Progression	
<p>Rationale</p> <p>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</p> <p>The Year 9 curriculum aims to develop students' reading, writing and speaking skills to help them analyse texts in greater depth and sophistication. Notably, the year will focus on developing students' understanding of the writers' intentions and the way literature can be used as a tool for political protest or comment.</p> <p>In line with this, the theme of the year is social justice: students will learn to evaluate how writers use their texts to convey political and social messages about the injustice in their society and will consider how the issues are still relevant to our modern world. These ideas are explored across a range of text types including the novel (<i>Animal Farm</i>), poetry (London through time), drama (<i>An Inspector Calls</i> and <i>Richard III</i>), and non-fiction newspaper articles.</p> <p>Students begin the year with a study of challenging non-fiction articles about injustice in modern society and the way it is presented in the media in order to introduce students to the idea of texts being used as a tool for political protest, comment or even manipulation. The core concepts and vocabulary they acquire in this unit will set them up to access, analyse and evaluate the effectiveness of the writers' intentions of the literature texts they go on to study across the rest of the year.</p>				<p>What content and skills will be assessed in the EOY exam?</p> <p>The EOY exam will test students on their knowledge of 'Richard III' and the following skills:</p> <ul style="list-style-type: none"> - Ability to write a thoughtful and developed argument in response to the task and whole text - Ability to select a range of well-chosen evidence and use it fluently within writing - Ability to show a thoughtful understanding of writer's choices with subject terminology used effectively - Ability to write thoughtful analysis of effects of writer's choices on the reader - Ability to show a thoughtful consideration of context/perspectives and how this affects reading of text <p><i>Links to exam papers here.</i> <i>Transactional Writing:</i> Link to come. <i>Animal Farm:</i> https://docs.google.com/document/d/1oNKGdHHCj0uVo1wDqSnLBHYhR4ZUMPUuv34z98y8c98/edit AIC: https://docs.google.com/document/d/1ry4WvUWmMlLuLlBrtfCX3jp-K_vSYTGE6zioROjs-o/edit?usp=sharing <i>Richard III:</i> https://docs.google.com/document/d/1rRYUk8rGET2R0n_qmEU2q7l-n50kM1vjSW99MueH9EE/edit?usp=sharing</p>	<p>How does this year build on what they've learnt last year?</p> <p>Autumn 1: Builds on the short, non-fiction unit from the end of year 8 (Forbidden Love in Modern Society), which introduced students to the way issues are presented in the media. It will develop their understanding of societal issues; develop their understanding of the methods writers use to put across their perspectives; and allow them to broaden their own transactional writing skills.</p> <p>Autumn 2: students develop their foundational understanding of the novel form from year 7 and 8, by exploring how it can be used by the author to convey a political message. It will also build on their existing analytical skills to explore more sophisticated writers' methods including allegory and symbolism.</p> <p>Spring 1: Students will expand their existing poetry analysis skills by looking at poems from a range of time periods and introducing more challenging poetic methods including anaphora and caesura. They will also be expected to analyse new poems more independently to help prepare them for the unseen element of GCSE English Literature Paper 2.</p> <p>Spring 2: Analysis of 'An Inspector Calls' will draw on students' knowledge of WWI (year 7 'Private Peaceful' and war poetry) as well as societal issues such as gender and class inequality (She Speaks, AMSND, Ruby in the Smoke, R&J).</p> <p>Summer 1 and 2: Students widen their knowledge of Shakespearean literature as they study one of his history plays (having previously looked at a comedy and a tragedy). They will develop their analytical skills by considering not only how a character is presented across a play, but why they are presented in this way and how it relates to authorial intent and contemporary context.</p>	<p>How will it benefit them as they move forward next year?</p> <p>Exploration of newspaper articles and media bias support students when they approach GCSE English Language Paper 2 (Writers' Viewpoints and Perspectives)</p> <p>Study of poetry prepares students for the demands of GCSE English Literature Paper 2 (Modern Text and Poetry) as well as developing their understanding of social injustice and the use of texts tools for protest. Students who go on to study A Level English will also benefit from the introduction to some of the Romantic poetry (e.g. Blake's 'London') which is taught in Y13.</p> <p>Students have read and studied 'An Inspector Calls' in preparation for GCSE. Supported by their improved understanding of the causes and consequences of social inequality in society. This is also supported by their study of 'Animal Farm', which highlights the dangers of class differences and the mistreatment of the working classes.</p> <p>Key vocabulary and concepts about leadership, Divine Right of Kings, disruption of the natural order, the effects of power and tyrannical leadership, and writing to appease a monarch prepare students for studying 'Macbeth'</p>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview						
Topic studied & Fertile Question	<p>Topic: Presentation of social injustice in the media.</p> <p>FQ: How can I use my words to change the world?</p> <p>This unit is designed to give students an understanding of the different forms of newspaper articles and the way they are used to present real world issues. Key themes are inequality, exploitation, freedom of the press, and human rights.</p> <p>Students will explore bias and manipulation in the media as well as how to use their own writing as a form of political expression or protest.</p>	<p>Topic: 'Animal Farm' by George Orwell</p> <p>FQ: Can society ever truly be equal?</p> <p>This unit is designed to expose students to political writing and the way texts can be used to convey a writer's political message, which will support their understanding of AIC and ACC at GCSE. There will be a clear focus on improving the precision of students' analytical skills including a focus on the symbolism of characters and the use of allegory.</p>	<p>Topic: Poetry Anthology: London Through Time</p> <p>FQ: Do all writers see London as the greatest city in the world?</p> <p>This unit will expose students to poetry from across time periods.</p> <p>Poems studied: 'London', William Blake; 'Composed Upon Westminster Bridge', William Wordsworth; 'London's Summer Morning', Mary Robinson; 'A London Thoroughfare, 2am', Louise Macneice; 'Island Man', Grace Nichols; '5 nights of Bleedin', Linton Kwesi Johnson; 'My City', George the Poet; 'On the Other Side of the Street', Caleb Femi</p>	<p>Topic: 'An Inspector Calls' by J. B. Priestley</p> <p>FQ: Who are we responsible for?</p> <p>In the latter half of the term students will focus on Priestley's <i>An Inspector Calls</i>. Students will consider the context of 1912 and 1945 and how this impacted Priestley's desire for social change.</p> <p>They will focus primarily on the theme of responsibility and how the characters are used as a construct to represent the older / younger generation (and their associated views) in wider society.</p>	<p>Topic: 'Richard III' by William Shakespeare.</p> <p>FQ: Are we lured in by evil?</p> <p>This unit will introduce students to many themes and contextual ideas that are required to study Macbeth at GCSE (kingship, Divine Right of Kings, evil, soliloquies etc.).</p> <p>Students will study the way Shakespeare develops a character across a play considering authorial intent and audience reactions. Students will write an extended response on how Shakespeare presents Richard as an evil character across the play.</p>	

<p>Friday and post assessment lessons</p>	<p>Topic: 'Animal Farm' by George Orwell</p> <p>FQ: Can society ever truly be equal?</p> <p>Reading 'Animal Farm' using active reading strategies. Focus on comprehension of plot, characters and big ideas.</p>		<p>Topic: Poetry Anthology: London Through Time</p> <p>FQ: Do all writers see London as the greatest city in the world?</p> <p>Post assessment, students will write and perform their own protest poems on an issue in modern society that concerns them.</p>	<p>Topic: 'An Inspector Calls' by J. B. Priestley</p> <p>FQ: Who are we responsible for?</p> <p>Post assessment, additional lessons will be used to recap speech writing. Students will write speeches explaining their opinion on the issues raised in AIC (e.g. gender equality).</p>	<p>Topic: Shakespeare's villains</p> <p>FQ: What makes a character we love to hate?</p> <p>After their assessment, students will study soliloquies from some of Shakespeare's other most famous villains (Lady Macbeth, Iago). Using these as inspiration, they will create their own villainous characters and write and perform a soliloquy from their perspective.</p> <p>Unit is not assessed.</p>
<p>Adjustments following last assessments / evaluation.</p>	<p>N/A – new unit so no previous assessment</p>	<p>Separate reading and analysis into different lessons. Reading lessons: discussion prompts and introduction of key parts of novel. Demonstrations are short and focused on understanding and clarification of student opinion. Writing lessons: no reading. Focus on expression of clear inference and analysis of effects of writer's craft.</p>	<ul style="list-style-type: none"> - Reconsider the poems: some are too long and possibly too many each week for students to be able to fully engage. - Ensure there is a clear technical focus for each poem – what technique/figurative language etc. do we want students to understand better as a result of studying the poem? - Explicitly teach and flag where context is relevant to upcoming schemes of work. - Ensure explicit teaching of comparative and unseen skills incorporated throughout SoW. 		<p>Give more lesson time to the explicit teaching and practice of analysis. Ensure students are practicing how to analyse and write about the effects of the writers' craft.</p> <p>May need to remove study of some scenes to make space for this analytical focus?</p>
<p>Key knowledge and skills students need to have gained by the end of the unit</p>	<p>Knowledge: Class and gender inequality, exploitation, freedom of the press, human rights in modern society. Skills: Critical reading; analysis of non-fiction text; forming and expressing personal opinion formally and persuasively; producing effective transactional writing: one line paragraphs; confidently written</p>	<p>Knowledge: Context: Orwell's life and political aims; the Russian Revolution, Skills: independently planning an argument and sequencing paragraphs to build strength of argument; considering multiple interpretations; writing a powerful introduction and conclusion. Vocabulary: Technical: hyperbole, allegory, dramatic irony, cyclical Critical:</p>	<p>Knowledge: Poetic form, inequality and social injustice in London; Blake's 'Innocence and Experience', Romanticism and the French revolution, London. Skills: embedding context/intentions into 'what' sentences; independent, developed analysis of writer's intentions for language; providing alternative interpretations; being more tentative Vocabulary:</p>	<p>Knowledge: Priestley's life and message; life in 1912 and 1945 (Labour's win, desire for social change, rights of women advancing); life in 1945 the Suffragettes, social division, dramatic irony. Skills: embedding context/intentions into 'what' sentences; independent, developed analysis of writer's intentions for language; providing alternative interpretations; being more tentative Vocabulary: Technical: microcosm, stage directions, cyclical, morality play Critical: epitomises, encapsulates, Academic: Capitalist, socialist, hierarchy, responsibility, exploitation, vulnerable, subservient, ignorance,</p>	<p>Knowledge: War of the roses; history plays; Divine Right of Kings and Great Chain of Being; Machiavelli; foreshadowing; Skills: Analytical writing - independently planning an argument; articulating a clear viewpoint/ critical perspective; exploring alternative interpretations Fictional writing – creating a villainous character: describing appearance, inner thoughts and movements/actions; using motifs; modifying one line paragraphs; cyclical structure; sustaining/shifting an atmosphere Vocabulary: Technical: Divine Right of Kings, Machiavellian, soliloquy, tragedy, hamartia, aside, foreshadowing. Critical: considering Shakespeare's preoccupation with...; due to the widespread belief that... Academic: duplicity, tyranny, authority, chaos, oppression, immorality, sadomasochism Grammar: colons and semicolons, fronted clauses, embedded clauses; connectives for development, contrast and linking; its/ it's/ she /she's/ his/he's; there/their/they're*</p>

	<p>and linked PEE paragraphs; cyclical structure (introductions and conclusions)</p> <p>Vocabulary: Bias, democracy, corruption, protest, pathos, dystopia, utopia, propaganda, manipulation,</p> <p>Grammar: colons to elaborate/ emphasis both analytical and persuasive argument; modal verbs; hypophora; triplets /anaphora</p>	<p>exposes, criticises, challenges,</p> <p>Academic: tyrant / tyrannical, propaganda, corruption, oppression, empowerment, manipulation, barbaric, vulnerability, exploitation.</p> <p>Grammar: colons to elaborate/ emphasis both analytical and persuasive argument</p>	<p>Technical: in medias res, enjambment, caesura, irregular structure, anaphora</p> <p>Critical: arguably this image echoes...</p> <p>Academic: exploitation, oppression, authority, tyrant, vulnerable, subservient, ignorance, selfishness.</p> <p>Grammar: fronted clauses; semicolons to develop/link ideas; embedded clauses; apostrophes (ownership, contractions)</p>	<p>selfishness, callous, victimised, privileged, deprived</p> <p>Grammar: fronted clauses; semicolons to develop/link ideas; embedded clauses; apostrophes (ownership, contractions)</p>	
<p>How is understanding assessed at the end of the unit?</p>	<p>Students will produce their own article on a topic of their choice related to the theme of injustice in modern society.</p> <p>Results will not be sent home to parents as outside of whole school assessment window.</p>	<p>Written assessment at the end of Aut 2</p> <p>Section A: multiple choice and short answer questions focusing on</p> <ul style="list-style-type: none"> - Core, transferrable knowledge - Grammar - Extract analysis <p>Section B: extended writing about an extract and the whole text (Q: Starting with this extract, how does Orwell present the character of Napoleon in <i>Animal Farm</i>? [30marks])</p>	<p>Not assessed</p>	<p>Written assessment at the end of Spring 2</p> <p>Section A: multiple choice and short answer questions focusing on</p> <ul style="list-style-type: none"> - Core, transferrable knowledge - Grammar - Extract analysis <p>Section B: extended writing about the whole text (Q: How does Priestley explore the theme of responsibility in <i>An Inspector Calls</i>? [30marks])</p>	<p>Written assessment at the end of Summer 2</p> <p>Section A: multiple choice and short answer questions focusing on</p> <ul style="list-style-type: none"> - Core, transferrable knowledge - Grammar - Extract analysis <p>Section B: extended writing about an extract and the whole text (Q: Starting with this extract, how does Shakespeare present the character of Richard III? [30 marks])</p>