

Subject: Year 9 English					
<p>Year 9 Curriculum Intent: The English department aims to provide students with challenge and diverse curriculum that embeds and develops conceptual level thinking through our thematic approach. Our commitment is to inspire our students to use their study of reading and writing as a stimulus to question and explore big ideas and societal issues in the world around them. The Yr 9 'Big Philosophical and Thematic' question is: 'How do stories about individuals and their power help us to understand the way society is structured?'. All study of reading and writing allows students to link concepts to explore and engage with this big question. For reading, students will study a play 'Blood Brothers', a novel 'Animal Farm', Shakespeare's 'Hamlet', a powerful female poetry anthology, and a range of non-fiction articles, all which allow students to make intertextual links across the texts and consider how power and society are underpinned by politics and hierarchy. Students will understand how literary texts are designed to not only mirror real-world experiences but spark and ignite change, understanding how themes in the texts impact all aspects of society, such as: social class; education; welfare; opportunities; bias; discrimination and prejudice. Students will be secure in their understanding of the history of political and social hierarchy and will make connections to relevant modern examples. Students will therefore use their reading curriculum to question the world around them and explore how big ideas of power, hierarchy and inequality are prevalent today. For writing, students will study a range of journalistic think-pieces on the history of representation across Disney and the media, learning the genre, style and conventions of opinions pieces in various forms of journalism. Students will develop their implementation of the Aristotelian triad to incorporate a satirical tone, using the integration of extensive and ambitious vocabulary, persuasive devices and cohesive devices to create an effective balance between a powerful message and humour for effect. Students will draw on their reading curriculum to inspire their own writing.</p>					
	Scheme 1: 'Blood Brothers'	Scheme 2: 'Animal Farm'	Scheme 3: Poetry	Scheme 4: Disney and the media with non-fiction writing	Scheme 5: Hamlet
Acquire	<p>Plot, characters and themes in the play.</p> <p>Contextual factors of Thatcherism; Liverpool and financial depression; unemployment; differences in education; poverty; class differences; welfare</p> <p>Conventions of a social justice play.</p> <p>Concepts of: hierarchy; abuse of power; nature vs nurture; class difference; prejudice and how they link to power in the play.</p>	<p>Plot, characters and themes in the novel.</p> <p>Contextual factors Russian revolution; Stalin and Trotsky; communism; Totalitarianism.</p> <p>Conventions of a political satire novel.</p> <p>Concepts of communism, totalitarianism, corruption of power, propaganda, rebellion and exploitation in the play.</p>	<p>Themes of representation in from the poetry anthology.</p> <p>Poetic conventions such as literary devices and structural devices in poetry.</p>	<p>Identify anaphora, imperative verbs, direct address, similes, metaphors and alliteration.</p> <p>Use a full range of punctuation consistently and accurately.</p> <p>Use a variety of sentence forms consistently accurately.</p> <p>Know how vocabulary and feature choices create specific effects.</p>	<p>Plot, characters and themes in the play.</p> <p>Contextual factors of the political uncertainty during Elizabethan England, Shakespearean gender roles.</p> <p>Conventions of a Greek tragedy.</p> <p>Concepts of conflict, power, hierarchy, society as explored in the play.</p>
Apply	Understand how plot, characters and themes develop over the text.	Understand how plot, characters and themes develop over the text.	<p>Articulate what poetic and language features suggest and what their effects are.</p> <p>Articulate why poets choose specific forms and themes</p>	Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas.	Understand how plot, characters and themes develop over the text.

	<p>Identify well-chosen examples from across the text.</p> <p>Make accurate and multiple inferences that explore the message of the play.</p> <p>Accurately identify language or structural choices.</p> <p>Analyse layers of meaning and alternative interpretations.</p> <p>Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.</p>	<p>Identify well-chosen examples from across the text.</p> <p>Make accurate and multiple inferences that explore the message of the play.</p> <p>Accurately identify language or structural choices.</p> <p>Analyse layers of meaning and alternative interpretations.</p> <p>Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.</p>	<p>and how these reveal deeper meanings.</p> <p>Justify how poetry can contribute to our celebration of female power in society.</p>	<p>Apply genre conventions of think-piece journalism to incorporate a satirical tone.</p> <p>Use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas.</p>	<p>Identify well-chosen examples from across the text.</p> <p>Make accurate and multiple inferences that explore the message of the play.</p> <p>Accurately identify language or structural choices.</p> <p>Analyse layers of meaning and alternative interpretations.</p> <p>Justify how the writer's characterisation, themes and plot are influenced by the context and how this reveals an allegorical message.</p>
Vocabulary	<p>Hierarchy</p> <p>Socialism</p> <p>Motif</p> <p>Thatcherism</p> <p>Welfare</p> <p>Socio-economic</p> <p>Prejudice</p>	<p>Totalitarianism</p> <p>Rebellion</p> <p>Communism</p> <p>Dissentient</p> <p>Hierarchy</p>	<p>Stanza</p> <p>Rhyme</p> <p>Caesura</p> <p>Enjambment</p> <p>Sibilance</p> <p>Free verse</p>	<p>Syntax</p> <p>Sustained</p> <p>Crafting</p> <p>Innocuous</p> <p>Detrimental</p>	<p>Familial</p> <p>Vengeance</p> <p>Usurped</p> <p>Corruption</p> <p>Complexity</p> <p>Soliloquy</p>
Assessment	<p>Comprehension, inference and prediction questions.</p> <p>Essay to assess analysis and justification of writer's choices.</p>	<p>Comprehension, inference and prediction questions.</p> <p>Essay to assess analysis and justification of writer's choices.</p>	<p>Concept map to assess students' ability to make intertextual connections.</p>	<p>Non-fiction journalistic think-piece article.</p>	<p>Comprehension, inference and prediction questions.</p> <p>Essay to assess analysis and justification of writer's choices.</p>

