

Long-term planning

English - Year 9

Year 9 Themes	Autumn Term – CHARACTER <u>Tragic heroes</u>		Spring Term – POWER AND PROTEST <u>Perfect Worlds?</u>	Summer term – DIFFERENT PERSPECTIVES <u>Making our voices heard</u>	
<p>Each term centres on a specific theme, allowing students to explore similar ideas across paired reading and writing units.</p> <p>The curriculum is also sequenced thematically, so that students can develop their knowledge and understanding over time. Each year considers how literature: explores character and identity; challenges power and provides a medium for protest; and introduces us to new perspectives and ways of seeing the world.</p>	Students will know that				
	<p>Romeo and Juliet by William Shakespeare</p> <ul style="list-style-type: none"> Romeo and Juliet – plot, characters, relationships, themes. The genre of tragedy and the tragic hero. Literary context – Petrarchan sonnets and courtly love. Historical context – Elizabethan attitudes and expectations about masculinity. 	<p>Men, masculinity and the modern world</p> <ul style="list-style-type: none"> Study of poetry, drama, prose and non-fiction that explore issues relating to masculinity. Study of themes such as mental health, media representations, body image, misogyny, homophobia, fatherhood. Key features of opinion writing. Aristotle’s triad of logos, ethos and pathos. 	<p>Lord of the Flies by William Golding</p> <ul style="list-style-type: none"> Lord of the Flies – plot, characters, symbols, themes. Dystopian fiction and allegory – the novel uses the island as a microcosm to explore larger concerns about society (the context of post-WWII and Cold War pessimism). Different theories of human nature – Golding uses different characters and the conflicts between them to present his ideas about human nature, which he sees as innately savage. Literary context – the Bible, Milton’s epic poem <i>Paradise Lost</i>, and children’s literature such as <i>The Coral Island</i>. 	<p>Dystopian visions</p> <ul style="list-style-type: none"> Study of extracts from classic and modern dystopian texts such as <i>1984</i>, <i>Brave New World</i>, <i>The Hunger Games</i>. Key conventions of the dystopian genre. The links between dystopian futures and current social concerns. Related non-fiction articles. 	<p>Spoken language – the language of change</p> <ul style="list-style-type: none"> Cicero’s 5 elements of classical rhetoric. Effective argument structures. More complex persuasive methods such as antithesis and analogy. Key features of effective public speaking.
	Students will know how to				
<p>Reading – EXPLORING LITERARY AND HISTORICAL CONTEXTS</p> <ul style="list-style-type: none"> Plan and write essay responses that explore a central thesis. Analyse the effects of more complex methods such as motifs, symbolism and literary archetypes. Apply the insights of secondary criticism (AC Bradley’s lectures on tragedy) to a text. Explore how writers are influenced by other writers and ideas, making links to the literary and historical contexts. 	<p>Writing – CRAFTING AND ORGANISING AN ARGUMENT</p> <ul style="list-style-type: none"> Plan and organise opinion writing effectively using a four-part structure. Develop arguments by moving between concrete examples and abstract ideas. Use logos, ethos and pathos to engage and persuade readers. Use different hooks at the start of an article to engage the reader. <p>To complement this unit, students will also encounter a variety of texts to promote discussion about modern masculinity.</p>	<p>Reading skills – INDEPENDENCE AND ESSAY SKILLS</p> <ul style="list-style-type: none"> Use effective note-taking to track development of characters, symbols and key quotations. Plan and write essay responses that explore a central thesis with more independence. Analyse the effects of advanced methods such as allegory, allusion and genre expectations, and use tentative language to explore alternative interpretations. Explore and evaluate the influence of a range of biographical, historical and literary contexts. <p>This unit will support students’ continued focus on male voices and provide additional creative writing opportunities.</p>	<p>Writing – NARRATIVE WRITING</p> <ul style="list-style-type: none"> Plan and organise narratives using non-chronological structures. Use appropriate details and description to create a believable world. Use a motif to provide a “golden thread” through a narrative. Use a variety of advanced sentence structures and punctuation to control the mood of writing. <p>Through reading quality examples of dystopian</p>	<p>Speaking and Listening - PRESENTING</p> <ul style="list-style-type: none"> Plan and organise arguments effectively using a greater variety of structures. Use more complex persuasive methods such as extended metaphors, analogy and antithesis. Use paralanguage and kinesics to present ideas and arguments effectively. Respond effectively to questions in a formal setting. <p>Students will support their own speaking and listening</p>	

<p>The units in year 9 share a focus on the “why”: reading focuses on writers’ intentions, methods and contexts, whilst writing instruction emphasises the purpose and intended effects of writing.</p>	<p>Students will also benefit from opportunities to link their study to narrative non-fiction writing.</p>			<p>fiction, students will also develop their analytical skills.</p>	<p>journey through analysis and evaluation of successful speeches.</p>	
	Vocabulary and the concepts they link to					
	<p><u>Tier 2 – big picture</u> Status quo, Renaissance, feud, fate/free will, catastrophe</p> <p><u>Tier 3 – subject terminology</u> Context, Shakespearean tragedy, tragic hero, sonnet, oxymoron, cliché</p>	<p><u>Tier 2 – big picture</u> Masculinity, social construct, binary opposites, misogyny, self-esteem</p> <p><u>Tier 3 – subject terminology</u> Paraphrase, logos/ethos/pathos, emotive language, modal verbs, hyperbole, second person</p>	<p><u>Tier 2 – big picture</u> Civilisation/barbarism, democracy, dictator, ostracise, innate</p> <p><u>Tier 3 – subject terminology</u> Allegory, foreshadowing, allusion, foil characters, archetype, symbolism</p>	<p><u>Tier 2 – big picture</u> Utopia/dystopia, totalitarian, surveillance, oppression, propaganda</p> <p><u>Tier 3 – subject terminology</u> Dystopian literature, everyman, in media res, linear/non-linear structure, sociolect, neologism</p>	<p><u>Tier 2 – big picture</u> Advocacy, activism, inequality, transformative, diplomacy</p> <p><u>Tier 3 – subject terminology</u> Expanded noun phrases, co-ordinating/subordinating conjunctions, active/passive voice, counterargument, paralanguage.</p>	
Assessment						
	<p><u>Summative Assessment Period 1</u></p> <ul style="list-style-type: none"> • Knowledge Test 1 – Tests previously taught Tier 3 vocabulary. • Reading Assessment 1 – Extract and whole text question on a text we have studied. • Writing Assessment 1 – Prepared and drafted transactional writing task, written up in controlled conditions. 			<p><u>Summative Assessment Period 2</u></p> <ul style="list-style-type: none"> • Knowledge Test 2 – Tests previously taught Tier 3 vocabulary. • Reading Assessment 2 – unseen extract plus comprehension, analysis and evaluation questions. • Writing Assessment 2 – Prepared and drafted imaginative writing task, written up in controlled conditions. 		
Diversity & development of cultural capital						
	<p>This unit develops cultural capital through the study of one of the most famous plays in the world, and through the study of the highly influential figure of the tragic hero. The play remains popular because it explores issues that are always relevant to teenagers – issues such as first love, conflict with parental figures and the harmful effects of what we would now call toxic masculinity.</p>	<p>This unit explores an issue that is particularly important for our cohort: competing ideas around masculinity. Whilst “toxic masculinity” is a relatively new term, often linked to social media influencers, this unit shows how young men have always been subject to different and often harmful messages about gender identity and conformity – from a range of literary and non-fiction sources. The unit teaches students to read these messages critically,</p>	<p>This unit develops cultural capital by exploring how writers use settings such as islands as microcosms to explore ideas about society and human nature. Whereas previous texts have presented individuals in conflict with social oppression, Golding presents the true conflict as within us – in our capacity for savagery as well as heroism. Whilst this pessimistic view was influenced no doubt by the horrors of WW2 and the shadow of the Cold War, it remains relevant today – both in the popularity of dystopian literature and in the media debates about nature versus nurture which seem to follow every atrocity in the news. The unit is also good preparation for KS4 study: it allows students to grapple with a difficult text and to be more independent with note-taking, whilst providing the scaffold of knowing the assessment question from the beginning.</p>	<p>This unit builds from the previous unit on “Lord of the Flies” by examining more canonical dystopian fiction – texts which have given us ideas and terms such as “Big Brother” that have passed into common everyday usage. The unit supports citizenship by exploring ideas on democracy and dictatorship, and promoting debate about social issues. Students are taught to explore issues that interest</p>	<p>This unit builds on previous units on debating and public speaking to give students a secure grounding in rhetoric. This was one of the cornerstones of a classical education and is still extremely beneficial today. Education in rhetoric, debating and public speaking should not be the preserve of an elite and it can promote aspiration and social mobility. The unit also allows students to explore and express their own ideas on</p>	
<p>Whilst each unit has a specific skills focus to ensure effective sequencing, we also revisit skills across the units so that reading, writing, speaking and listening develop holistically. These are tested through ongoing formative assessment and at two summative assessment</p>						

points in each year.		before helping them to frame and express their own views.		them through imaginative writing.	important contemporary topics.
Cross-curricular opportunities and enrichment					
The units in year 9 are designed to develop students' understanding of the potential conflicts between our identities and social expectations: they all concern people who find themselves compelled to challenge the status quo.	<p>Links to other subjects:</p> <p>History</p> <ul style="list-style-type: none"> Elizabethan society and family honour Patriarchy and gender expectations <p>RE</p> <ul style="list-style-type: none"> Fate vs free will <p>PSHE/IDP</p> <ul style="list-style-type: none"> Healthy vs unhealthy relationships Peer pressure and conflict <p>Drama</p> <ul style="list-style-type: none"> Tragedy and dramatic conventions <p>Links to celebration days:</p> <ul style="list-style-type: none"> October – World Mental Health Day <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club Debate club 	<p>Links to other subjects:</p> <p>PSHE/IDP</p> <ul style="list-style-type: none"> Gender expectations and stereotypes Emotional literacy and mental health <p>Media Studies</p> <ul style="list-style-type: none"> Representation of masculinity in media <p>RE</p> <ul style="list-style-type: none"> Moral responsibility and behaviour <p>Links to celebration days:</p> <ul style="list-style-type: none"> November – Remembrance Day November – Anti-bullying Week <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club Debate club 	<p>Links to other subjects:</p> <p>History</p> <ul style="list-style-type: none"> Post-war Britain Political ideologies and leadership <p>RE</p> <ul style="list-style-type: none"> Original sin and morality Human nature <p>Science</p> <ul style="list-style-type: none"> Psychology and group behaviour Survival instincts Nature vs nurture <p>Geography</p> <ul style="list-style-type: none"> Islands and isolation Survival environments <p>Links to celebration days:</p> <ul style="list-style-type: none"> February – Holocaust Memorial Day February – National Storytelling Week March – World Book Day March – World Poetry Day <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> Reading club and Carnegie Award shadowing 	<p>Links to other subjects:</p> <p>Citizenship</p> <ul style="list-style-type: none"> Democracy vs authoritarianism Government, power and surveillance <p>History</p> <ul style="list-style-type: none"> Totalitarian regimes Propaganda and censorship Historical warnings and parallels <p>Science</p> <ul style="list-style-type: none"> Technology and ethics Surveillance and data Scientific responsibility <p>Media studies</p> <ul style="list-style-type: none"> Manipulation of truth Media control and misinformation <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> Creative writing club 	<p>Links to other subjects:</p> <p>Citizenship</p> <ul style="list-style-type: none"> Protest and democratic participation Campaigning and advocacy Rights and social justice <p>History</p> <ul style="list-style-type: none"> Speeches that changed society Social and political movements <p>PSHE/IDP</p> <ul style="list-style-type: none"> Confidence and self-expression Speaking about issues that matter <p>Drama</p> <ul style="list-style-type: none"> Oracy and performance Audience engagement <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> Creative writing club