

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> | |
|---|--|--|--|---|---|
| Each term centres on a specific theme, allowing students to explore similar ideas across paired reading and writing units. 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 | Students will know that | | | | |
| | <i>Romeo and Juliet</i> by William Shakespeare <ul style="list-style-type: none"><i>Romeo and Juliet</i> – plot, characters, relationships, themes.The genre of tragedy and the tragic hero.Literary archetypes.Literary context – Petrarchan sonnets and courtly love. | Men, masculinity and the modern world <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. | <i>Lord of the Flies</i> by William Golding <ul style="list-style-type: none"><i>Lord of the Flies</i> – plot, characters, symbols, themes.Dystopian fiction and allegory – the novel uses the island as a microcosm to explore larger concerns about society.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.The context of post-WWII and Cold War pessimism.Literary context – the Bible, Milton’s epic poem <i>Paradise Lost</i>, and children’s literature such as <i>The Coral Island</i>. | Dystopian visions <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 concernsRelated non-fiction articles.Language change and power. | Spoken language – the language of change <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 | | | | |
| | Reading skills: <ul style="list-style-type: none">Plan and write essay responses that explore a central thesis – fishbone planning.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, making links to the literary context. | Reading skills: <ul style="list-style-type: none">Identify and paraphrase writers’ ideas and opinions in non-fiction texts.Analyse how writers use rhetorical methods to influence the reader.Compare how writers present their ideas and perspectives in two texts. Writing skills: <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. | Reading skills: <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 – fishbone planning.Analyse the effects of advanced methods such as allegory, allusion and genre expectations.Use tentative language to explore alternative interpretations.Explore and evaluate the influence of a range of biographical, historical and literary contexts. | Reading skills: <ul style="list-style-type: none">Evaluate how writers use imagined worlds to explore contemporary social issues.Comment on the impact of using different forms of writing to explore the same message. Writing skills: <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. | Reading skills: <ul style="list-style-type: none">Write comparative summaries supported with quotations.Compare writers’ methods in two non-fiction texts. Writing skills: <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. Speaking and listening skills: <ul style="list-style-type: none">Use paralanguage and kinesis to present ideas and arguments effectively.Respond effectively to questions in a formal setting. |

| | | | | | |
|---|---|--|--|---|---|
| <p>introduces us to new perspectives and ways of seeing the world.</p> <p>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> | Vocabulary and the concepts they link to | | | | |
| | <u>Tier 2 – big picture</u> Status quo, Renaissance, feud, fate/free will, catastrophe <u>Tier 3 – subject terminology</u> Tragic hero, sonnet, motif, archetype, cliché | <u>Tier 2 – big picture</u> Masculinity, social construct, binary opposites, misogyny, self-esteem <u>Tier 3 – subject terminology</u> Bias, logos/ethos/pathos, hook, modal verbs, hyperbole | <u>Tier 2 – big picture</u> Civilisation/barbarism, democracy, dictator, ostracise, innate <u>Tier 3 – subject terminology</u> Allegory, foreshadowing, allusion, foil characters, symbolism | <u>Tier 2 – big picture</u> Utopia/dystopia, totalitarian, surveillance, oppression, propaganda <u>Tier 3 – subject terminology</u> Everyman, in media res, focaliser, sociolect, neologism | <u>Tier 2 – big picture</u> Advocacy, activism, inequality, transformative, diplomacy <u>Tier 3 – subject terminology</u> Extended metaphor, antithesis, counterargument, paralanguage, kinesics |
| | Assessment | | | | |
| | Knowledge Test 1 Reading 1 – How does Shakespeare present Romeo/Juliet as a tragic hero? | Writing 1 – Opinion article on the topic of masculinity in the modern world. | Knowledge Test 2 Reading 2 – How does Golding present human nature? | Writing 2 – Dystopian narrative using the drop-shift-zoom in-zoom out structure plus critical commentary. | Writing 3 – Persuasive speech and reflection on improvements Speaking & Listening – GCSE NEA style formal presentations and questions. |
| | Diversity & development of cultural capital | | | | |
| | 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. | 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, before helping them to frame and express their own views. | 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. | 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 them through imaginative writing. | 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 important contemporary topics. |
| | Cross-curricular opportunities and enrichment | | | | |
| | Links to other subjects: <ul style="list-style-type: none"> Maths – the Golden Ratio in nature, art and literature Links to celebration days: <ul style="list-style-type: none"> October – World Mental Health Day Enrichment opportunities: <ul style="list-style-type: none"> SLA reading club Debate club | Links to celebration days: <ul style="list-style-type: none"> November – Remembrance Day November – Anti-bullying Week Enrichment opportunities: <ul style="list-style-type: none"> SLA reading club Debate club | Links to other subjects: <ul style="list-style-type: none"> Art – study of surrealism, yr9 Spring 2 History – World War 2 unit, yr9 Spring 1; The Holocaust unit, yr9 Spring 2; Twentieth Century World unit, yr9 Summer 2 Links to celebration days: <ul style="list-style-type: none"> February – Holocaust Memorial Day February – National Storytelling Week March – World Book Day March – World Poetry Day Enrichment opportunities: <ul style="list-style-type: none"> Reading club and Carnegie Award shadowing | Links to other subjects: <ul style="list-style-type: none"> Computing – study of Artificial Intelligence, yr9 Summer 1 RE – How religions deal with matters of life and death, yr9 Spring; Does religion favour punishment or forgiveness? Yr9 Summer Enrichment opportunities: <ul style="list-style-type: none"> Creative writing club | Links to other subjects: <ul style="list-style-type: none"> Art – street art, yr9 Summer 2 Geography – globalisation unit, yr9 Summer 2 Enrichment opportunities: <ul style="list-style-type: none"> Creative writing club |