

2022-2023 Year 9 Curriculum and Assessment Plan for English

<p>The curriculum and assessment of pupils at this stage of education has been carefully designed to prepare students for their GCSE studies, focussing on the theme of conflict – an area at the heart of literature.</p> <p>The units for this year seek to consolidate many of the skills, knowledge, vocabulary found in the previous two years which have served as the precursor to year 9. We see this year as the bridge between key stage 3 and key stage 4 and have planned our lessons and resources accordingly. This year places students' personal development at its core throughout every single topic. During the year students will increase their emotional intelligence through a focus on reactions toward central characters (Capulet in 'Romeo and Juliet' for example). The whole year is focused around exploring inner conflict, external conflict, war, love and physical conflict, which helps students to understand this timeless issue.</p>					
<p>Half Term 1: Conflict Poetry</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> How different forms of poetry, from different time periods explore the theme of conflict How to analyse poetry, understand how language and structural choices shape meaning for the reader How the context of a poem influences and shapes how different audiences <p>All pupils will be assessed by: Regular knowledge tests Analytical writing</p> <p>Impact- Why do we teach this? Building on forms taught in year 8 and conflicts taught in history, students will study a wide range of conflict poetry focussed around inner conflict, war, love and physical conflict.</p> <p>This unit helps us to continue to offer a diverse curriculum by exploring different individuals' experiences of conflict within their lives.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Reading for meaning, understanding and inference <p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> Reading for meaning Identify and analyse the writer's methods <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Inner and external conflict, Dramatic monologue <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> History MFL 	<p>Half Term 2: 'Romeo & Juliet'</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> The plot of 'Romeo and Juliet' The themes introduced through the prologue The conventions used by Shakespeare to depict a variety of types of conflict in the play, with a specific focus on a selection of scenes <p>All pupils will be assessed: Reading: Regular knowledge tests Analytical writing</p> <p>Impact - Why do we teach this? This unit builds on the students' learning in year 7 in 'An Introduction to Shakespeare'. The students explore in detail key scenes from 'Romeo and Juliet', focusing on how conflict is presented in the play through various characters and relationships.</p> <p>This unit helps us to continue to offer a diverse curriculum by focussing on how women have been treated within a traditional patriarchal society. Links are made to the modern day exploring the extent to which attitudes have changes and, hopefully, improved.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Explain/analyse writers' methods Identify explicit and implicit meanings <p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> Reading for meaning Identify and analyse the writer's methods <p>Key Vocabulary: Hamartia, Prologue Tragedy Catharsis</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Drama PSHE History 	<p>Half Term 3: Creative Writing</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> What makes an effective piece of descriptive writing The importance of being discerning in their language choices How to structure a description How to use colons and semi-colons correctly in their work <p>All pupils will be assessed: Knowledge Tests An original piece of descriptive writing based upon an image</p> <p>Impact - Why do we teach this? This unit will give students the opportunity to create their own descriptive pieces, understanding the processes involved in crafting an original piece of writing.</p> <p>This unit will prepare students for the next unit (Spoken Language) as they will develop their ability to express themselves through writing. It will also prepare students for learning how to produce an effective language paper 1 question 5 response next year.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Writing to describe/narrate <p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> Identify and analyse the writer's methods <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Imagery Description Zoom in Shift Zoom out <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Drama Art PSHE
<p>Half Term 4: Spoken Language</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> What rhetoric is and the what Aristotle's three appeals are A range of rhetorical devices The conventions associated with a speech What features (body language and prosody) make for the effective delivery of a speech How to structure a speech <p>All pupils will be assessed: Delivering a 4-minute speech to an audience with questions on a topic of their choice</p> <p>Impact - Why do we teach this? This unit will develop and hone the skills found in the previous scheme of work as students work towards a formal speech which will contribute towards their GCSE English language award.</p> <p>This unit helps us to continue to offer a diverse curriculum by providing students with the freedom to select topics which interest and excite them. We welcome students to explore their backgrounds and interests and select something for which they are passionate.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Speech writing for a particular audience Research skills Structural and language selection awareness <p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> Identify implicit and explicit ideas <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Persuade & engage Argue & Convey Rhetoric <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Drama PSHE Science History 	<p>Half Term 5 & 6: Class Novel</p> <p>All pupils will know:</p> <ul style="list-style-type: none"> How writer's use language and structure to create meaning The methods used by writers to present ideas/themes and issues <p>All students will be assessed: Analytical writing: How does the writer use language and structure to create intended effects on the reader?</p> <p>Impact - Why do we teach this? This unit completes the students journey at Key Stage 3 and will serve to culminate all of the literary skills and knowledge taught throughout the three years of study. Close textual analysis of language and structure will enable students to explore a text which both challenges and interests them. All of the skills taught within this unit will link directly with their first topic in year 10 (GCSE English language) and the novel study will provide an excellent grounding for this component of study.</p>		<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Explain/analyse writers' methods Synthesis of explicit and implicit ideas <p>Reading Skills needed for this unit:</p> <ul style="list-style-type: none"> Reading for meaning Identify and analyse the writer's methods <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Structure Language Character <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> History PSHE RE Drama 	
<p>Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>					
<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> Theatre Trips to see texts studied or performances which support the themes, ideas and age of the students studying Creative Writing Club Drama Club Poetry Writing Competitions 					
<p>Career opportunities/ links:</p> <ul style="list-style-type: none"> Journalism, teaching, law, public relations, advertising, translation, marketing, consultancy, business, performing arts, academia, government, linguistics, media, design. 					