

What are the aims and intentions of this curriculum?

The aim of our Year 9 Curriculum is to engender a positive attitude to reading. As such, we engross our students in a range of renowned classic, contemporary literary and non-literary texts. Students are encouraged to engage in independent learning, especially through research and presentation. The activities in each lessons are geared towards developing the students' inferential, critical and evaluative skills. The students will be required to comment on 'writer's method', from sentence forms, structure and literary techniques, as well as, garner the skills of comparing these.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<i>Blood Brothers</i> (Literature: Play)	<ul style="list-style-type: none"> Understand how characterisation is developed according to a writer's intentions. Explore how to deconstruct meaning and interpret a writer's craft. Develop inferential ability. interpret characters, themes and plot within a play text. Explore the range of themes in the text practically and then through reflective question and answer opportunities. Contextual understanding of era and how it influenced the play such as: <ul style="list-style-type: none"> Political decisions made in 20th Century Britain and the impact on society. Education Nature vs Nurture Social class <p>PSHE – Families, Marriage, Relationships, Class, Gender, Education. Careers: Script writer, Director, Actor</p>	<ul style="list-style-type: none"> ✓ Literary assessment objectives, with a view to studying <i>An Inspector Calls</i> in Year 10 which is also a set text in the final examination series. ✓ Literacy Focus: ✓ How to approach reading a modern play. ✓ Develop understanding of relationships and influences of social contexts in the time a piece was written. ✓ Encourage and maintain a critical style and develop personal responses informed by the text. 	In line with GCSE Literature Paper 2 Section A – Literature AO's: AO1, AO2 and AO3
Autumn 2	<i>The Merchant of Venice</i> (Literature: Shakespeare)	<ul style="list-style-type: none"> To read the play in its entirety, in Shakespearean English where possible. To expand pupils' vocabulary, challenging them with new words and phrases. To develop pupils' understanding of, and ability to identify and analyse figurative language and other linguistic devices. To develop pupils' academic writing, whereby an appropriate and yet challenging structure is learnt and applied. To utilise discussion and debate effectively, therefore bolstering pupils' oracy levels, alongside their ability to listen and respond using high levels of Standard English. 	<ul style="list-style-type: none"> ✓ Literary assessment objectives, with a view to studying <i>Macbeth</i> in Year 10 which is also a set text in the final examination series. ✓ Literacy Focus: ✓ Subject Verb agreement ✓ Homophones/ Confusing words ✓ Spelling of key vocabulary associated with text 	In line with GCSE Literature Paper 1 Section A – Literature AO's: AO1, AO2 and AO3 It's an extended writing piece that is extract based and values 30 marks and 4marks for SPaG.

		<ul style="list-style-type: none"> To develop understanding of contextual factors such as: <ul style="list-style-type: none"> The social hierarchy in the sixteenth century. The tension between Christians and Jews in the sixteenth century; treatment, prejudice and consequences. The plight of women, especially in relation to being a dutiful daughter. A woman's role in the home and in society; how they were viewed and the consequences of transgressing these expectations. <p>PSHE – Families (father daughter relationships, Marriage, Prejudice, Societal expectations)</p> <p>Careers – Directors, Script writers, Actors, Historians</p>	<ul style="list-style-type: none"> ✓ Use quotes and paraphrase correctly and explore depth of each ✓ Write cohesively and exploring the art of writing and developing argument/viewpoint- using a structure to first establish a key focus/thesis, then use play to support argument. 	
Spring 1	Protest Poetry (Literature: Poetry)	<ul style="list-style-type: none"> There are 6 poems in the Anthology that will be studied. Protest poetry within the anthology spans from 19th Century to modern day and with a global focus of social and political protest from the industrial revolution to modern dictatorships in Africa. Contextual activities based on each poem to understand the writer's aims and ideas. Analyse the writer's methods of language, form and structure to present their ideas in relation to the context. Students to discover the techniques of enjambment, extended metaphor, tone, use of sounds (alliteration, assonance, sibilance), imagery, similes Introduction to various forms of poetry including lyric, monologue, narrative, ballad and free verse Explore poetic elements such as title, persona, narrative perspective, rhyme and figurative language. Examine the poets' use of language and structural techniques to create meanings; establish tone and mood and explore themes. Identify and comment of various images and experiences conveyed by the poet. <p>PSHE – Social justice issues, Poverty, Power and Control, Racism, Education</p> <p>Careers – Poets, Journalists, Activists</p>	<ul style="list-style-type: none"> ✓ This introductory unit is to expose the students to the type of language and general themes of conflict poetry. ✓ They will also be revising the different language, structure and form methods that are used in poetry ✓ Analysis of how writers create meanings through their selection of methods. ✓ This unit will also encourage students to learn and remember quotations off by heart in preparation for the expectations of the GCSE study. 	<p>In line with GCSE Literature Paper 2 Section B – Literature AO's: AO1, AO2 and AO3</p> <p>Students will get one printed poem from the small cluster they studied and must select another from the list to compare. It's an extended comparative writing piece that values 30 marks.</p>
Spring 2	Reading & Writing Fiction	<ul style="list-style-type: none"> Reading and discussing literary fictional extracts across decades- 19th, 20th and 21st centuries 	<ul style="list-style-type: none"> ✓ Activities where students retrieve information for section of a text. 	<p>In line with GCSE Language Paper 1</p>

	<p>(Language Paper 1: Exploration in creative reading and writing)</p> <ul style="list-style-type: none"> Identifying and interpreting explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Evaluate texts critically and support this with appropriate textual references. Writing to demonstrate own opinion of a topic. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. <p>Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>PSHE – Wide range of societal issues explored Careers – Novelists, Literary critics, Short story writers.</p>	<ul style="list-style-type: none"> ✓ Structural analysis (whole extract) ✓ Evaluation opinion ✓ Using picture stimulus to write a description ✓ Using a statement as a story prompt. 	<p>Section A and B – AO's: AO1 and AO2</p> <p>Written assessment using literary extract. Students will examine the role of language and structure in shaping meaning. Also, they will be given a picture or a story prompt to write a creative piece.</p> <p>In line with AQA language skills assessment objectives 1, 2, 3, 5 and 6.</p>
Summer 1	<p><i>The Sign of Four</i> (Literature: Prose)</p> <ul style="list-style-type: none"> All aspects of literature including development of setting (Victorian London), character, plot and themes and the writer's use of language and structural to develop each element. Discuss the context of the text: British Imperialism, Victorian London, crime fiction, policing, convict colonies etc. To explore the Crime literature while discovering new key terms aligned with the genre. Compare and contrast characters and how they interact with other characters and situations. <p>PSHE – Colonialism, Crime, Racism, Imperialism, Justice Careers – Journalist, Researcher, Historian, Novelist</p>	<ul style="list-style-type: none"> ✓ Skills developed across this unit focus on: ✓ building students' analytical skills whereby they can confidently view a range of texts across a specific genre ✓ understand how writers have used language techniques and be able to comment with multiple layers of inference on word choices made by the authors. ✓ Spelling of key vocabulary ✓ Use quotes and paraphrase correctly and explore depth of each ✓ Write cohesively and exploring of art of writing and developing argument/viewpoint- using a 	<p>In line with GCSE Literature Paper 1 Section B – Literature AO's: AO1, AO2 and AO3</p> <p>It's an extended writing piece that is extract based and values 30 marks and 4marks for SPaG.</p>

			structure to first establish a key focus/thesis, then use the text to support argument	
Summer 2	Reading and Writing about Non-Fiction (Language: Persuade, Argue)	<ul style="list-style-type: none"> Articles range from 19th, 20th and 21st centuries using different approaches- speech, essay, article) Identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing comparing and evaluating the usefulness, relevance and presentation of content for these purposes drawing inferences and justifying these with evidence supporting a point of view by referring to evidence within the text. Understanding writing for impact. Analyse how a writer may have selected, organised and emphasised facts, ideas and key points Citing evidence and quotation effectively and pertinently to support views Creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices. <p>PSHE – Families, Relationships, War, Social justice</p> <p>Careers – Journalists, Bloggers, Biographers.</p>	<ul style="list-style-type: none"> ✓ Understanding language devices used by writers in order to achieve a desired effect. ✓ To evaluate the effectiveness of responses using the success criteria to guide self-reflection. ✓ Write cohesively and exploring the art of writing and developing argument/viewpoint- using a structure to first establish a key focus/thesis, then use text to support argument. 	In line with GCSE Language Paper 2 Section A and B – AO's: AO1 and AO2