

## 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 lesson 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 and 2	<b>American Greats: Of Mice and Men</b>	<p>Understand the social realism genre and develop an understanding of reading critically through studying setting, plot and characterisation.</p> <ul style="list-style-type: none"> <li>✓ Investigate the writer's use of language and structural techniques utilised to establish meaning.</li> <li>✓ Examine how the novel presents societal issues e.g., race, gender, and disability.</li> <li>✓ Examine and analyse the historical and social context of the text: for example, the Wall Street Crash, the Great Depression Era, The Dustbowl, Migrant workers and the harsh realities for working-class people, racism and civil rights, feminism, and The American Dream.</li> <li>✓ Examine key themes such as friendship, loyalty, dreams, innocence, isolation, freedom and confinement, violence, justice, man and the natural world.</li> <li>✓ Establish and examine life lessons conveyed by the author through the characters and series of events.</li> </ul> <p>PSHE – Friendships, Racism, Civil Rights, Women's Rights Careers – Travel Writers, Historians</p>	<p>Be able to make connections with how historical events impact on modern life ✓ Gain insight into the human condition and their pursuit of power and authority ✓ Further develop existing knowledge base of author's techniques and their and effects ✓ Begin to provide evaluation of author's methods and intention</p>	<p>Reading: Extract based analysis of a prominent theme or character in the text.</p> <p>Writing: Analytical essay on a theme or character in the novel.</p> <p>Speaking: Group presentation on a theme or character in the novel.</p>
Spring 1	<b>War Poetry</b> <b>(Literature: Poetry)</b>	<ul style="list-style-type: none"> <li>✓ There are 6 poems in the Anthology that will be studied.</li> <li>✓ War poetry within the anthology spans from 19<sup>th</sup> Century to modern day and with a global focus of social and political protest from the industrial revolution to modern dictatorships in Africa.</li> <li>✓ Contextual activities based on each poem to understand the</li> </ul>	<ul style="list-style-type: none"> <li>✓ This introductory unit is to expose the students to the type of language and general themes of conflict poetry.</li> <li>✓ They will also be revising the different language, structure and</li> </ul>	<p>Reading: Analysis of studied poems</p> <p>Writing: Analytical essays comparing two poems.</p>

		<p>writer's aims and ideas.</p> <ul style="list-style-type: none"> <li>✓ Analyse the writer's methods of language, form and structure to present their ideas in relation to the context.</li> <li>✓ Students to discover the techniques of enjambment, extended metaphor, tone, use of sounds (alliteration, assonance, sibilance), imagery, similes</li> <li>✓ Introduction to various forms of poetry including lyric, monologue, narrative, ballad and free verse</li> <li>✓ Explore poetic elements such as title, persona, narrative perspective, rhyme and figurative language.</li> <li>✓ Examine the poets' use of language and structural techniques to create meanings; establish tone and mood and explore themes.</li> <li>✓ Identify and comment of various images and experiences conveyed by the poet.</li> </ul> <p>PSHE – Social justice issues, Poverty, Power and Control, Racism, Education</p> <p>Careers – Poets, Journalists, Activists</p>	<p>form methods that are used in poetry</p> <ul style="list-style-type: none"> <li>✓ Analysis of how writers create meanings through their selection of methods.</li> <li>✓ This unit will also encourage students to learn and remember quotations off by heart in preparation for the expectations of the GCSE study.</li> </ul>	<p>Speaking: Presentation of a poem written by the student.</p>
<p>Spring 2</p>	<p><b>Non-Fiction Reading and Writing</b></p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> and discussing literary fictional extracts across decades- 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries</li> <li>✓ Identifying and interpreting explicit and implicit information and ideas. Select and synthesise evidence from different texts.</li> <li>✓ 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.</li> <li>✓ Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>✓ Evaluate texts critically and support this with appropriate textual references.</li> <li>✓ <b>Writing</b> to demonstrate own opinion of a topic.</li> <li>✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Activities where students retrieve information for section of a text.</li> <li>✓ Structural analysis (whole extract)</li> <li>✓ Evaluation opinion</li> <li>✓ Using picture stimulus to write a description</li> <li>✓ Using a statement as a story prompt.</li> </ul>	<p>Writing: 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>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</p> <p>Careers – Novelists, Literary critics, Short story writers.</p>		
<p>Summer 1</p>	<p><b>Blood Brothers</b> <b>(Literature: Play)</b></p>	<ul style="list-style-type: none"> <li>✓ Understand how characterisation is developed according to a writer’s intentions.</li> <li>✓ Explore how to deconstruct meaning and interpret a writer’s craft.</li> <li>✓ Develop inferential ability.</li> <li>✓ interpret characters, themes and plot within a play text.</li> <li>✓ Explore the range of themes in the text practically and then through reflective question and answer opportunities.</li> <li>✓ Contextual understanding of era and how it influenced the play such as: <ul style="list-style-type: none"> <li>- Political decisions made in 20<sup>th</sup> Century Britain and the impact on society.</li> <li>- Education</li> <li>- Nature vs Nurture</li> <li>- Social class</li> </ul> </li> </ul> <p>PSHE – Families, Marriage, Relationships, Class, Gender, Education.</p> <p>Careers: Script writer, Director, Actor</p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Literacy Focus:</li> <li>✓ How to approach reading a modern play.</li> <li>✓ Develop understanding of relationships and influences of social contexts in the time a piece was written.</li> <li>✓ Encourage and maintain a critical style and develop personal responses informed by the text.</li> </ul>	<p>Reading: Analysis of major characters and themes within the play.</p> <p>Writing: Analytical essay on character or theme.</p> <p>Speaking: Constructing a monologue from the POV of the major characters describing the effects that the class division has on them.</p>
<p>Summer 2</p>	<p><b>Noughts and Crosses</b></p>	<ul style="list-style-type: none"> <li>✓ Students will explore the causes and effects of racism, inequality, and discrimination in a novel and in society.</li> <li>✓ They will learn how prose can empower and promote societal change. Additionally, they will study themes like marginalization, radicalization, power, conflict, trauma, and reconciliation. Students will distinguish between implicit and explicit information, enhancing their analytical skills.</li> <li>✓ They will closely analyze language, understand literary devices, and improve their analytical writing. Finally, students will learn to address real societal issues from the text and practice targeted viewpoint writing for specific audiences and purposes</li> </ul> <p>PSHE – Friendships, Power, Conflict</p> <p>Careers – Journalists, Novelists</p>	<ul style="list-style-type: none"> <li>✓ Students will gain a thorough understanding of narrative viewpoint and voice, characterization, archetypes, inference and deduction, close reading, writer’s craft, structural devices and effects, setting as character, allusion, monster as metaphor, and allegory.</li> <li>✓ This curriculum will enhance their cultural capital on relevant and contentious issues, equipping them to be active societal participants.</li> <li>✓ Students will challenge preconceptions, reevaluate their opinions, and articulate diverse views through debate and writing,</li> </ul>	<p>Reading: Extract based analysis of a prominent theme or character in the text and novel as a whole.</p> <p>Writing: Analytical essay on a theme or character in the novel as a whole.</p> <p>Speaking: Constructing a TV broadcast report.</p>

			<p>fostering empathy, compassion, debating skills, and flexible thinking. Persuasive devices, purpose, audience, and form will underpin all transactional writing tasks, enhancing their persuasive writing abilities.</p> <ul style="list-style-type: none"><li>✓ Participating in formal debates and structured discussions, summarising and/or building on what has been said</li><li>✓ well-structured formal expository and narrative essays.</li></ul>	
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