

Subject Curriculum Overview for Academic Year 2022/2023

Subject: English		Subject Leader: Julia Haynes	Year Group: 9	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>Arsenal of techniques</p> <p>To know how writers exploit an arsenal of techniques</p> <p>Whole text: 'To Kill a Mockingbird' by Harper Lee</p>	<ul style="list-style-type: none"> • identify, analyse and create the arsenal of techniques (narrator, character and setting) • understand the context of 1960s America (rise of Civil Rights movement) compared to 1930s America (Great Depression and segregation) • link in the context to the reading of 'To Kill a Mockingbird' • know who Harper Lee was and why she wrote the novel • identify the narrative style of 'To Kill a Mockingbird' and its impact • link Literary theory to the reading of 'To Kill a Mockingbird' • identify and analyse the impact of dialogue and symbolism • know how to plan descriptive and narrative writing using the 5-part structure • know how to structure an argument in a logical way using introductions and conclusions and thesis statement 		<p>Narrator Prejudice Discrimination Characterisation Unreliable narrator Arsenal Perspective</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: narrative and descriptive, analytical essay, poetry and transactional</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Creating script using stage directions and prosody – edit, practice and perform</p>

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Subject: English		Subject Leader: Julia Haynes	Year Group: 9	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>Writers' purposes</p> <p>To know how a writer uses genre to engage the reader: Gothic Genre</p> <p>Whole text: Poetry anthology</p>	<ul style="list-style-type: none"> • know what a genre is • know the conventions of Gothic • explore the use of setting in Gothic • understand the mood and tone of Gothic and how to create it • identify and explain shifts in tone • identify and explain impact of the Uncanny, the Sublime, Romanticism • identify and explain impact of motif (repeated theme and idea) and extended metaphor • identify and explain impact of irony and parody/pastiche • identify and explain impact of Psychoanalytical theory • understand intertextuality • evaluate and develop a clear opinion linking context and theory • structure an argument using discourse markers to link paragraphs • know how to draft and revise writing, using the 5-part structure to plan for pattern 		<p>Genre</p> <p>Convention</p> <p>Gothic</p> <p>Supernatural</p> <p>The uncanny</p> <p>The sublime</p> <p>Romanticism</p> <p>Intertextuality</p> <p>Pathetic fallacy</p> <p>Pastiche</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: short parody, letter, description, narrative, extended analysis</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Performance of poem: learning to recite - focusing on rhyme and meter</p>

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Topic	Key Learning Points		Key Vocabulary	Assessments
<p>Developing a critical voice</p> <p>To know how to voice a critical opinion</p> <p>Whole text: 'The Crucible' by Arthur Miller</p>	<ul style="list-style-type: none"> understand the context when Miller was writing <i>The Crucible</i> understand the context of the setting: 1600s. The reasons why witches were persecuted. to understand the theme of <i>The Crucible</i> understand the plot and structure of <i>The Crucible</i> and how it is sequenced the importance of stage directions, asides and dramatic devices understand how to present a leaflet how to structure an extended analysis using a thesis statement how to write a PPP (person, purpose, period) introduction and RRRR (reader, reaction, reason, resonance) conclusion use discourse markers to show interpretation use analytical verbs and tentative exploration to explain and recognise techniques used to create tension to explain and recognise biblical imagery 		<p>Unorthodox Orthodox Patriarchal Mob mentality Critical Hysteria Victimisation</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: to include: description, contrasting characters and themes. Leaflet.</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Explanation of interpretation – how to voice own opinion</p>

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How parents can support learning in the subject this academic year

Support independent reading by listening to and monitoring weekly reading homework. (from Sept 22)
 Visit the library and discuss reading in order to encourage personal choice.
 Revising and practising the weekly spellings.
 Practise using the vocabulary in a sentence.
 Watch adaptations of the texts we have covered at home.
 Test the key learning points and quiz what C.O.M.P.A.S.S.; S.T.E.A.L. and D.A.F.O.R.E.S.T. stand for.
 C.O.M.P.A.S.S: colour and contrast; onomatopoeia, metaphor, personification, pathetic fallacy, alliteration, adjectives, similes, sentences, senses (used to create setting)
 D.A.F.O.R.E.S.T: direct address, alliteration, facts, opinions, repetition, rhetorical question, emotive language, statistics, triplet (all rhetorical devices used to persuade)
 S.T.E.A.L: speech, thoughts, effects on others, actions. Looks (all devices a writer uses to create character)
 G.A.S.E: gist, a closer look, summary, elaboration (the JMHS reading strategy)

Recommended Reading

<i>A Face like Glass</i> by Frances Hardinge <i>After the Fire</i> by Will Hill <i>The Knife of Never Letting Go</i> by Patrick Ness <i>Patron Saints of Nothing</i> by Randy Ribay <i>Of Mice and Men</i> by John Steinbeck <i>Salt to the Sea</i> by Ruta Sepetys <i>Life of Pi</i> by Yann Martel <i>Run, rebel</i> by Manjeet Mann <i>What Momma Left Me</i> by Renee Watson <i>The Hate U Give</i> by Angie Thomas <i>The Poet X</i> by Elizabeth Acevedo <i>The Life of Stephen Lawrence</i> by Verna Allette Wilkin	<i>The Lie Tree</i> by Frances Hardinge <i>Frankenstein</i> by Mary Shelley <i>Northanger Abbey</i> by Jane Austen <i>Wuthering Heights</i> by Emily Bronte <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson <i>Dracula</i> by Bram Stoker Anything by Edgar Allan Poe! <i>The Woman in White</i> by Wilkie Collins <i>The Picture of Dorian Gray</i> by Oscar Wilde <i>The Yellow Wallpaper</i> by Charlotte Perkins Gillman <i>Rebecca</i> by Daphne du Maurier <i>The Graveyard Book</i> by Neil Gaiman	<i>Return of the Native</i> by Thomas Hardy <i>Witch Child</i> by Celia Rees <i>The Wee Free Men</i> by Terry Pratchett The Outsiders by S.E. Hinton <i>Fahrenheit 451</i> by Ray Bradbury <i>The Midwich Cuckoos</i> by John Wyndham <i>Lionheart girl</i> by Yaba Badoe <i>The Call</i> by Peadar O'Guilin <i>The Twilight Saga</i> by Stephenie Meyer <i>One Day in the Life of Ivan Denisoich</i> by Alexander Solzhenitsyn <i>Death of a Salesman</i> by Arthur Miller <i>Our Day Out</i> by Willie Russell
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Points to note

Year 9 need to have a reading book in their bag at all times and they should read each day (from Sept 22).
 We will seek to give students the opportunity to see plays and texts in action at the theatre.
 Students will be involved in poet and author visits throughout the year.