

English Department Year 9 Long-term Sequencing

*Those who **hope** in the Lord will regain their strength. They will soar as with eagle's wings*

The Year 9 curriculum is centred around the theme of **hope** - the texts chosen explore how writing and literature can often be a source and inspiration for hope and escapism during dark and oppressive times. This year, students will build on their understanding developed in Y7 and 8 of the basics of narrative, by further extending their knowledge of form and genre. Students will have the opportunity to study their second Shakespeare play this year, in order to ensure that they have covered the breadth required of the national curriculum. Contextually, students will develop their knowledge of key literary periods and the sociopolitical events that influenced them, from the trappings of the industrial revolution, to the 20th century issues that many modern rhetoricians spoke out against in great speeches. Students will also develop their understanding of metaphor, considering how metaphor can be used to express ideas about society through allegory, in both their study of rhetoric and forms such as Gothic literature and dystopian writing. In terms of their understanding of argument, students will develop their understanding of expository writing by rehearsing how to write conclusions for the first time, as well as learning how to write comparatively. They will also continue to develop their academic vocabulary through explicit vocabulary teaching of the academic word list. Students will have the opportunity to complete an oracy unit at the end of the year, in order to wholly develop their key speaking and listening skills.

Loving	Hopeful	Loving
<p><b>HALF TERM 1: <i>The Gothic</i></b>  <b>Core texts:</b> <i>Students will read a selection of canonical Gothic short stories, including Poe's 'Fall of the House of Usher' and Wells' 'Red Room'</i></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The key features of short stories</li> <li>• How to identify and comment on common gothic features and tropes</li> <li>• How to identify, comment on and create in own writing descriptions of gothic setting</li> <li>• The impact of scientific developments and fin-de-siecle fears on Gothic writing</li> <li>• How to comment on the portrayal of women in Gothic literature</li> <li>• How to identify and comment on writers' use of pathetic fallacy</li> <li>• How to write effective conclusions</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment</li> </ul>	<p><b>HALF TERM 2: <i>Freedom Writers</i></b>  <b>Core texts:</b> <i>Students will read a selection of rhetorical writing and paired poetry about the theme of 'freedom,' including works by Emmeline Pankhurst, Martin Luther King and Maya Angelou</i></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to identify and comment on the difference between modern and classical rhetoric</li> <li>• How to identify and comment on writers' use or avoidance of the five canons of rhetoric</li> <li>• How social change during the 20th century influenced writers</li> <li>• How the women's rights movement of the 19th and 20th centuries influenced writing and society</li> <li>• How the civil rights movement of the 20th century influenced writing and society</li> <li>• What was meant by The American Dream and how this influenced writing</li> <li>• How to plan and write comparatively about texts</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment</li> </ul>	<p><b>HALF TERM 3&amp;4: <i>A Midsummer Night's Dream</i></b>  <b>Core texts:</b> <i>Students will read the full text of Shakespeare's original 'A Midsummer Night's Dream'</i></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• What the key features of Shakespearean comedies, tragedies and histories are</li> <li>• How and why writers use subplots for comedic effect</li> <li>• Key features of comedic character archetypes used in Shakespeare</li> <li>• The key features of satire and parody</li> <li>• Key facts about the presentation of gender and attitudes towards marriage conventions in the early Modern period</li> <li>• What courtly love was and its key features</li> <li>• How to write effect thesis statements</li> <li>• How to expand sentences using appositives</li> <li>• How to develop writing by using a range of creative sentence types</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment</li> </ul>

Active	Eloquent
<p><b>HALF TERM 5: <i>Dystopian Worlds</i></b>  <b>Core texts:</b> <i>Students will read a selection of dystopian and utopian writing, including writing from other world culture and ancient texts. This includes Shirley Jackson’s ‘The Lottery’ and extracts from ‘Divergent’ and ‘The Hunger Games.’</i></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>● What the key features of dystopia and utopia are</li> <li>● How to identify and comment on a writer’s choice of narrative voice and perspective</li> <li>● How writers use dystopian writing as allegories and political statements</li> <li>● How to write creative responses to reading, including travelogues and diaries</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment</li> </ul>	<p><b>HALF TERM 6: <i>Finding a Voice</i></b>  <b>Core texts:</b> <i>Students will re-read some of the powerful speeches that they read in their ‘Freedom Writers’ unit as inspiration for their own rhetorical writing</i></p> <p><b>STUDENTS MUST KNOW;</b></p> <ul style="list-style-type: none"> <li>● How to apply knowledge of rhetoric to own speech writing</li> <li>● How to apply detailed knowledge of modern contexts and 21st century societal, political and environmental issues to own speeches</li> <li>● How to use effective oracy skills (body language, eye contact, tone of voice, volume, prosody) to perform speeches in front of an audience</li> <li>● How to use notes to support speaking</li> <li>● How to respond effectively to questions and comments posed by listeners</li> <li>● How to adapt speaking in response to a live audience</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>- Daily retrieval practice., regular skills and knowledge based progress checks with whole class feedback, peer/self assessment, end of unit assessment</li> </ul>
<p><b>Home learning set will consist of a combination of:</b>            Self-quizzing, key spelling and key word practice; reading and writing tasks linked to topic</p>	