English

Year 9 Curriculum Overview – THEME OF LOVE

Intent: By the end of year 9 students will be able to embed their knowledge from Year 7 and 8, developing and honing their ability to read and critically respond to texts and explore how writers use structural and linguistic methods to have a desired impact on their reader. Through reading a range of literary prose, poetry and play, as well as non-fiction, students will appreciate and consider the form, genre and purpose and how these influence the writer's choices, both linguistically and structurally. By the end of the year, students have read increasingly challenging texts and responding in a more analytical manner. They will be able to adopt different styles and forms to ensure their writing is appropriate, engaging and effective. They will become familiar with genres and styles. They will develop their knowledge of Shakespeare through the study of a tragic play and develop their contextual knowledge that will be needed to secure their knowledge.

	Autumn 1	AUTUMN 1	AUTUMN 2	SPRING 1	Spring 2	Summer 1	Summer 2	Summer 2
		Assessment 1				Assessment 2		
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	**Short 2 week unit on Fiction Extracts** Explore how authors convey their strong feelings. To analyse how they embed a range of language and structural features to engage audiences	**Chosen Novel: 'Boys Don't Cry' plus creative writing** Explore the theme of love through this novel which challenges our views on stereotypes To embed the analytical skills required to investigate how the writer has built the text to create both explicit and implicit meaning. Students use this as inspiration for their own writing		**'Romeo and Juliet' Plus extracts and transactional writing** Explore the complexities of family love, forbidden love and finding your soulmate through this Shakespearean play. Embed knowledge about Shakespeare by reading and exploring a play and engage with the writer's use of language, character and plot. Embed knowledge of non-fiction texts when writing to argue, persuade and advise		**Romantic Poetry** Learn about a group of poets called The Romantics and discover what motivated them to write and what strong feelings they wanted to convey. Embed analytical skills required to investigate and evaluate how a poet uses form, structure and language to create meanings.	**Non-Fiction Extracts of Love** Explore non-fiction extracts and how events effect those we love. Embed the knowledge of non-fiction texts and investigate writer's viewpoint and perspective, making comparisons between texts.	**Short 2 week unit on a modern play AND library lessons switch to short speaking and listening unit** Explore a modern play and analyse themes explored by author. Develop confidence in speaking and listening
Additional support links:		Analysing Fiction		Romeo and Juliet	Writing Rhetoric Approaching the Task	Romantic Poets	Analysing Non-Fiction	
Knowledge: Included here is the specific knowledge your child will learn in detail	To know how to confidently approach and analyse unseen extracts. To know and practise analytical reading of language. To know how different writers represent notions of power To know and continue to practise formulating SEIZZE analysis.	To know the context around the novel. To know what type of story this is and the conventions used. To know key events and characters in Boys don't Cry. To know how to select language and interpret the methods used. To know and continue to practise formulating SEIZZE analysis. To know how to analyse effective setting descriptions.		To know the context around Shakespeare's life and times. To know the key conventions of a play script. To know how Shakespeare conveys his thoughts and emotions through this play. To know how to select language and interpret the methods used. To know and continue to practise formulating SEIZZE analysis. To know how to analyse an effective setting descriptions. To know how to analyse an effective setting descriptions. To know how to write formally and in different forms. To know how writers create extracts for different purposes. To know how to write using a variety of sentence structures, punctuation and ambitious vocabulary.		To know how to engage with poetry and poetic devices. To know how to confidently approach and analyse unseen poetry. To know and practise analytical reading of language. To know how different poets represent notions of culture and identity. To know and continue to practise formulating SEIZZE analysis. To know how to compare poems. Learners should be able to analyse a variety of different poems from a range of personal experiences of speakers.	To know how to confidently approach and analyse unseen extracts. To know and practise analytical reading of language both fiction and non-fiction. To know how different writers represent their views and opinions. To know and continue to practise formulating SEIZZE analysis. To know how to compare extracts. To know how to write formally and in different forms. To know how writers create extracts for different purposes. To know how to write using a variety of sentence structures, punctuation and ambitious vocabulary.	To know the context around the play. To know how thoughts and emotions are shown through the play. To know how to select language and interpret the methods used. To know how to analyse an effective setting.

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Skills: Included here is the specific skills your child will learn in detail		Embedding prior learning of texts to be able to: To identify and interpret explicit and implicit information and ideas • Choose references and quotations to support ideas • Identify, comment on and explain how writers create meaning • Identify, comment on and explain the effect of meanings created on the text as a whole.	Embedding their knowledge and understanding of non-fiction in order to use the skills of writing to argue, persuade and advise: Adopting the appropriate form for task • Conveying implicit and explicit meaning • Using a range of linguistic and structural features • Using a range of methods to produce a convincing argument. • To convey a point of view clearly and in an engaging manner	Embedding prior knowledge of poetry in order to be able to: • Read critically for meaning and understanding • Analyse and evaluate how the form, language and structure are employed by a poet • Embed appropriate and well-chosen quotations into their analysis of texts, developing a critical style • Demonstrate a confident understanding of texts in their context and how poets influence their intended audience • Compare the themes and ideas in poetry texts • Compare how language and structure are used for effect	Embedding prior knowledge of non-fiction texts in order to be able: • To understand the writer's ideas and intended meaning • Understand how the writer uses a range of linguistic and structural features • Show a mature understanding of the texts by using judicious references to support an evaluative argument. • To focus on the text as a construct of the writer • Make comparisons between texts to show an overall appreciation of themes and ideas • Demonstrate awareness of how the context of a text will influence production and reception	Choose references and quotations to support ideas Identify, comment on and explain how writers create meaning Identify, comment on and explain the effect of meanings created on the text as a whole.