

Curriculum Overview for English – Year 9

Please note that timings for individual classes will differ

When?	What?	Why?	How?	Support
Autumn Term Heroes and Villains	<u>Key ideas:</u> <ul style="list-style-type: none"> Tragedy/Gothic: Dramatic conventions - audience responses Tragedy/Gothic: Narrative conventions – reader responses Non-fiction conventions – writer’s perspective Values of the Elizabethan, Victorian and modern era. 	<u>Aim:</u> Students analyse and evaluate methods writers use to create heroes and villains across a broad range of texts. Consider how societal values of the time may produce different types of hero or villain in a text.	A Shakespeare play and some key extracts of a prose text (<i>Great Expectations</i>) to compare the presentation of heroes and villains in these texts with non-fiction articles. OR Chosen extracts of more than one Shakespeare (<i>Macbeth</i> and <i>The Tempest</i>) with some prose extracts (<i>Great Expectations</i>) and compare the presentation of heroes and villains in different stories, using non-fiction articles to consider context and genre.	Discussions about what makes a character a hero or a villain. Reading a wide range of genres (articles, stories, blogs, plays, poems) about heroes and villains.
Mysteries and the Supernatural	<u>Key ideas:</u> <ul style="list-style-type: none"> Narrative structure and reader responses Gothic conventions repeated Non-fiction language – writer’s perspective Creative writing – descriptive language and structure 	<u>Aim:</u> Students analyse and evaluate methods writers use to create suspense and tension across a broad range of texts (structural focus). Consider how the gothic genre has changed over time AND Descriptive/narrative writing.	A whole prose text (for example, <i>Woman in Black</i>) to compare with other key extracts of other mystery novels. Contextualise these by working with non-fiction articles about how mysteries have changed over time (scientific advancement and conspiracy theories). OR Chosen extracts of more than one mystery story, using non-fiction articles about how mysteries have changed over time (scientific advancement and conspiracy theories) AND Creative writing (narrative or descriptive).	Discussions and debates about changes in technology and science. Reading mystery novels or non-fiction articles on conspiracies and mysteries.

<p>Spring Term Perspectives on Our Changing World</p>	<p><u>Key ideas:</u></p> <ul style="list-style-type: none"> • Poetry conventions, forms and literary techniques • Non-fiction language – writer’s perspective and context • Precise use of quotations to support statements • Debate. 	<p><u>Aim:</u></p> <p>Students analyse and evaluate methods writers use to convey their points of view.</p> <p>Consider how the context illuminates the writer’s purpose.</p>	<p>A selection of poems about environmental issues, identity and culture.</p> <p>Illuminate student interpretations with non-fiction or fiction extracts/texts.</p>	<p>Discussions about changing perspectives.</p> <p>Reading about changing environmental issues, cultures and identity across time, especially in non-fiction or poetry.</p> <p>Writing poetry.</p>
<p>Summer Term Protest Writing</p>	<p><u>Key ideas:</u></p> <ul style="list-style-type: none"> • Dramatic and narrative conventions consolidated (methods playwrights and authors use to convey points of view and evoke reader response). • Non-fiction language – persuasive techniques and writer’s perspective • Applying knowledge of texts/ extracts studied to student’s own persuasive writing. 	<p><u>Aim:</u></p> <p>Students analyse and evaluate methods writers use to convey points of view (structural focus).</p> <p>Consider how prose and drama have changed over time AND Persuasive writing.</p>	<p>A whole prose text (for example, Animal Farm) or a modern play, to consider different conventions in social and political protest writing by comparing with non-fiction speeches and letters OR Extracts from a prose text, play and also non-fiction speeches and letters to compare across genre and purpose AND Persuasive writing.</p>	<p>Discussions about plays, protests, and possible trips to see plays.</p> <p>Reading persuasive texts like opinion articles or leaflets.</p> <p>Reading or listening to or watching speeches.</p>