

## Curriculum Overview for English – Year 9

When?	What?	Why?	How?	Support
<p><b>Unit 1</b>  <i>Teaching of this unit begins in Year 8 Summer Half Term 2 and continues through to Year 9 Autumn Half Term 1</i>  <b>Julius Caesar / Heroes and Villains</b></p> <p><i>Note: This information is up-to-date and reflects changes made to the unit since September 2021.</i></p>	<p>Students will be introduced to the genre of tragedy through their study of Julius Caesar.</p> <p>Students will develop an understanding of key features such as plot, characterisation, themes and dramatic conventions in a Shakespearean text.</p> <p>Students will also build an understanding of context, and how context can deepen our understanding of the text itself.</p>	<p>This unit forms a key part in students' developing knowledge and understanding of Shakespeare, promoting cultural capital and enjoyment of Shakespeare's work by focusing on the richness of Shakespeare's language and the power of his storytelling.</p> <p>Students will be encouraged to engage with Shakespeare's language choices and methods, therefore developing their ability to respond analytically and critically to literary heritage texts.</p> <p>Students will revisit many of the reading and writing skills developed throughout Years 7 and 8 (e.g. analysis of writers' language choices). As such, this unit offers opportunities for students to consolidate these key skills, whilst also building resilience for the study of Shakespeare at KS4.</p> <p>Consider how societal values of the time may produce different types of hero or villain in a text</p> <p>Cross-curriculum knowledge gained across literature and language</p>	<p>Students will read and explore key extracts from the play.</p> <p>Students will watch key scenes in performance to build understanding of language (in particular, the power of rhetoric), characterisation and key ideas in the play.</p> <p>Students will also consider performative aspects of Shakespeare's work, and develop understanding of key dramatic features.</p> <p>Students will also study extracts from other Shakespearean plays and some key extracts (non-fiction) to compare the presentation of heroes and villains in these texts</p>	<p>Parents/guardians could encourage students to look closely at extracts from Shakespearean plays as well as watching adaptations and dramatisations of Shakespeare's key works.</p> <p>Revisit and revise the Key Knowledge document throughout the unit.</p> <p>Analysing and writing scripts linked to the presentation of characters as a hero or a villain</p> <p>Reading a wide range of genres (articles, stories, blogs, plays, poems) about heroes and villains</p>

<p><b>Unit 2</b> <b>Perspectives on Our Changing World</b></p>	<p><u>Key ideas:</u></p> <ul style="list-style-type: none"> <li>Poetry conventions, forms and literary techniques</li> <li>Non-fiction language – writer’s perspective and context</li> <li>Precise use of quotations to support statements</li> <li>Debate</li> </ul>	<p><u>Aim:</u></p> <p>Students analyse and evaluate poetic methods writers use to convey point of view</p> <p>Consider how contextual circumstances illuminate the writer’s purpose</p> <p>Encouraging students to present formally to build confidence in spoken language</p> <p>Articulating ideas and forming opinions to prepare for speech writing and a sense of identity</p>	<p>A selection of poems about environmental issues, identity and culture</p> <p>Illuminate student interpretations with non-fiction and fiction extracts/texts</p> <p>Regularly refer to the key terms on the Key Knowledge document and encourage students to refer to this when completing their work</p>	<p>Discussions about changing perspectives</p> <p>Reading about changing environmental issues, cultures and identity across time</p> <p>Analysis of fiction and poetry</p> <p>Writing poetry (forming opinions) to prepare for speech writing</p>
<p><b>Unit 3</b> <b>Mysteries and the Supernatural</b></p>	<p><u>Key ideas:</u></p> <ul style="list-style-type: none"> <li>Narrative structure and reader responses</li> <li>Gothic conventions</li> <li>Non-fiction language – writer’s perspective</li> <li>Creative writing – descriptive language and structure</li> </ul>	<p><u>Aim:</u></p> <p>Students analyse and evaluate methods writers use to create suspense and tension across a broad range of texts (with a structural focus)</p> <p>Encouraging students to present formally to build confidence in spoken language</p> <p>Reading for understanding: consider how the gothic genre has changed over time</p> <p>Descriptive/narrative writing skills</p>	<p>A prose text to compare with other key extracts of other mystery novels</p> <p>Non-fiction articles about how mysteries have changed over time (scientific advancement and conspiracy theories)</p> <p>Debate</p> <p>Creative writing (narrative or descriptive) connected to a prose reading text: The Woman in Black</p>	<p>Discussions and debates about changes in technology and science</p> <p>Reading suspenseful narrative</p>
<p><b>Unit 4</b> <b>Protest Writing and Spoken Language</b></p>	<p><u>Key ideas:</u></p> <ul style="list-style-type: none"> <li>Fiction reading for understanding</li> <li>Non-fiction textual conventions in language –</li> </ul>	<p><u>Aim:</u></p> <p>Students analyse and evaluate methods writers use to convey points of view (structural focus)</p>	<p>A prose text for writing stimulus (Animal Farm) to consider different conventions in social and political protest writing</p>	<p>Discussions about protest writing for spoken language preparation</p>

	<p>persuasive techniques and writer's perspective</p> <ul style="list-style-type: none"> <li>● Applying knowledge of texts/ extracts studied to student's own persuasive writing</li> <li>● Understanding the components of effective Spoken Language</li> <li>● Analysing speeches on a selection of topics</li> <li>● Planning and writing own speeches</li> <li>● Structuring a speech using specific techniques</li> </ul>	<p>Consider how speeches and protest writing may have changed over time</p> <p>Persuasive non-fiction writing</p> <p>Encouraging students to present formally to build confidence in spoken language</p>	<p>Compare with non-fiction speeches and letters</p> <p>Persuasive writing connected to the prose text.</p> <p>Watch and analyse a selection of speeches to understand what makes an effective speech, before planning and writing own speeches.</p>	<p>Reading persuasive texts like opinion articles, speeches and letters</p> <p>Writing letters, articles and speeches</p>
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