

English Year 9	Curriculum Intent: In year 9 students will study three key texts spanning a wide breadth of context focusing on theme as well as character. Contextual knowledge will be interleaved with key information relevant to each text, such as themes and characters, alongside a study of knowledge which is transferable and relevant for future learning such as the structure of texts and Shakespearean context. Spaced learning will occur through a cycle of lessons focusing on the four key areas of fiction, non-fiction, writing and poetry, linked thematically to the overarching text studied that term. Students will make links between these areas to develop their understanding of writers' methods and how a writer creates meaning. A range of skills will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on skills which may need more practice.																				
	Term 1				Term 2				Term 3												
Main Text	The Play – <i>Blood Brothers</i>				The Novel – <i>Lord of the Flies</i>				Shakespeare – <i>Hamlet</i> or <i>Othello</i>												
Knowledge	To include: characters, plot, themes, structure, context, stagecraft and writer's methods.				To include: characters, plot, themes, structure, context and writer's methods.				To include: characters, plot, themes, structure, context, stagecraft and writer's methods.												
Interleaved Units	Unseen non-fiction	Unseen fiction	Fortnightly writing challenge	Poetry – family and relationships	Unseen non-fiction	Unseen fiction	Fortnightly writing challenge	Poetry – survival and adventure	Unseen non-fiction	Unseen fiction	Fortnightly writing challenge	Poetry comparison – mental health									
Knowledge	Content, meaning, purpose, writer's methods	Content, meaning, purpose, writer's methods	A variety of fiction / non-fiction writing techniques (focus on spelling and punctuation)	Content, poetic form, meaning, context, poetic techniques	Content, meaning, purpose, writer's methods	Content, meaning, purpose, writer's methods	A variety of fiction / non-fiction writing techniques (focus on sentence structure and vocabulary)	Content, poetic form, meaning, context, poetic techniques	Content, meaning, purpose, writer's methods	Content, meaning, purpose, writer's methods	A variety of fiction / non-fiction writing techniques (focus on paragraphing and structure)	Content, poetic form, meaning, context, poetic techniques									
Understanding	Through the overarching context of class and heritage, links will be made between texts and writers' 'big ideas'. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.				Through the overarching context of survival and dyspopia, links will be made between texts and writers' 'big ideas'. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.				Through the overarching context of mental health and the abuse of power, links will be made between texts and writers' 'big ideas'. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.												
Skills	Structure and coherence	Spelling, punctuation and grammar	Applying context	Using evidence	Analysing technique	Awareness of impact	Listening, discussing and presenting	Structure and coherence	Spelling, punctuation and grammar	Applying context	Using evidence	Analysing technique	Awareness of impact	Listening, discussing and presenting	Structure and coherence	Spelling, punctuation and grammar	Applying context	Using evidence	Analysing technique	Awareness of impact	Listening, discussing and presenting
Assessment	Reading: How does Russell present the impact of the class system?				Reading: How does Golding present human nature?				Reading: How does Shakespeare present the disturbed mind of Hamlet / Othello?												
	Writing: Writing challenge – explain.				Writing: Writing challenge - persuade.				Writing: Writing challenge - description.												