

Year 9 English Disciplines

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------------|---|--|--|---|--|--|
| Topics | <i>Focus:</i> Survival theme including texts from: 'Touching the Void' 'The Road' 'The Hobbit' Burning Man Festival and other non-fiction texts | <i>Focus:</i> Supernatural theme including texts from: Shakespeare 'A Christmas Carol' 'The Woman in Black' and other non-fiction texts | <i>Focus:</i> Poetry theme including poets such as: <i>John Cooper</i> <i>Clarke</i> <i>Choman Hardi</i> <i>Simon Armitage</i> <i>Ian McMillan</i> and others | <i>Focus:</i> Windows Into the Past theme including texts from: 'Of Mice and Men', 'Anne Frank's Diary' 'Blood Brothers' and other non-fiction texts | <i>Focus:</i> Dystopia Theme including texts from: '1984' 'The Handmaid's Tale' 'The Maze Runner' The Hunger Games' and a number of non-fiction texts | <i>Focus:</i> Non-Fiction Reading and Transactional Writing including texts from: Active Teach Newspaper Articles Online Blogs Letters End of Year Exam |
| Assessments | Summative: extracts from 'Touching the Void' – Analysis. Formative: Green Slip – Transactional Writing. | Summative: Macbeth – how Shakespeare creates a sense of the supernatural in the play – Analysis. Formative: Green Slip – Imaginative Writing. | Formative: Green Slip – Poetry Ideas and Analysis | Formative: Green Slip - Reading Evaluation and Context. Summative: Literature Evaluation | Formative: Green Slip - Reading Ideas and Analysis Summative: Green Slip – Imaginative Writing | Summative: Exams in Non-Fiction Reading Paper and Non-Fiction Transactional Writing Paper Formative: Green Slip Fiction Analysis |
| Building on Prior Learning | <p>Substantive Knowledge: From Year 7 students draw on reading experiences from texts from the literary heritage in their middle schools, Shakespeare, Fairy Tales and the spoken word. From Year 8 students move onto reading a whole text, a comparison to a literary heritage text (Frankenstein), creative writing and Shakespeare.</p> <p>Disciplinary/procedural Knowledge: From Year 7 onwards students will be increasingly familiar with key terminology around the subject disciplines, their inference and retrieval ability, writing styles and appropriate concepts for both creative and persuasive writing and producing extended pieces of evaluative work.</p> | | | | | |
| Cultural Capital | There is cultural capital in abundance in this programme of study. Students will learn about the cultural and contextual links between Elizabethan drama and superstition, the legacy of Victorian literature on modern celebrations, race relations and immigration, poverty and destitution of the early 20 th century including the Great Depression of 1928, the Holocaust and its legacy, education and poverty of post WWII Britain and post-industrial communities, society and surveillance culture, Women's reproductive rights, nuclear warfare and its lasting impact amongst other topics. | | | | | |
| Mastery | In terms of mastery, students will be guided, through modelling, to make more sophisticated analytical judgements and evaluations. By the end of the year students will be able to write responses which demonstrate some understanding of texts, manipulate structure and use appropriate terminology, attempt to analyse texts in detail sometimes using analytical methods and illustrative quotations and demonstrate some awareness of different interpretations and changing views of texts over time. These same concepts will then be utilised by the students to develop and improve their own writing either imaginatively or transactionally. | | | | | |
| Development of Character | A huge range of virtues both moral and intellectual are visited, practiced and embedded through the English disciplines. There are numerous opportunities for detailed, frank and challenging discussion around personal and societal issues. For example, issues around control, communication and propaganda are discussed in depth whilst reading George Orwell's seminal novel '1984', introducing terminology now common such as 'Big Brother' and 'Orwellian'. | | | | | |
| Extra-Curricular Opportunities | <p>In School: Book club including regular library visits, Debate society, Friday Films, Sixth-form Film club, External Poetry Competition (Young Writers) and internal house competition.</p> <p>Outside of School: regular theatre visits to Birmingham REP, Hippodrome, Malvern and RSC. Other opportunities advertised (writing competitions, volunteering opportunities) through school Hub and tutor programme.</p> | | | | | |
| Metacognitive Learning | Metacognitive learning will build through the second order concepts. Students will learn, through expert modelling, the analytical skills necessary to see how texts are constructed and meaning imbued. They will also develop evaluative ability around the links between character, theme and context. At the same time writing skills around imaginative concepts and transactional arguments will also be developed. These concepts will be a continuum throughout the year. Feedback will form an important part of developing our students as metacognitive learners, including whole-class and personal reflection. Students will set personal targets based on strengths and areas for development and use feedback to plan for success in future assessments. | | | | | |