



English: Curriculum Overview

Year 9

Term	Topic studied	What will I learn?	How will I be assessed?
Year 9 Autumn 1	Crime and Punishment  	To examine the Big Questions: ★ What are the Big Ideas that Victorian writers explore? ★ How do the writers present these? ★ Why do the writers present the ideas in this way? This unit introduces students to the context of the Victorian era and prepares students to write an evaluative analysis of a novel through close analysis of an extract. This unit introduces students to the skills required for studying 'A Christmas Carol' in Year 10. Texts covered include: • Sherlock Holmes short stories • 'The Strange Case of Dr Jekyll and Mr Hyde.' • 'The Black Cat' Students will begin to understand AO1, AO2 and AO3 analysis required for AQA Literature Paper 1.	Pupils will write an analytical response to the short story 'The Black Cat' Pupils will be assessed on their ability to: • Use WHAT/HOW/WHY paragraphs • examine the effects of writer's methods • Consider the significance of ideas/perspectives and contexts This task is in the style of AQA Literature Paper 1.
Year 9 Autumn 2	Othello   	To examine the Big Questions: ★ What are the Big Ideas that Shakespeare presents in <i>Othello</i>? ★ How does Shakespeare present these? ★ Why does Shakespeare present the ideas in this way. This unit explores the plot, characters and ideas within Shakespeare's <i>Othello</i>. Students will read the whole play and annotate and discuss key extracts. Students will build upon their previous study of Shakespeare and will further develop skills of extract analysis and analysing language and ideas. The text allows students to explore ideas about power, racism, prejudice and the patriarchy.	Pupils will write a Lit Paper 1 style assessment on Othello's character. Pupils will be assessed on their ability to: • Structure a formal essay • Use WHAT/HOW/WHY paragraphs • Consider the significance of ideas/perspectives and contexts This task is in the style of AQA Literature Paper 1

Year 9 Spring 1	Dystopian Fiction   	To examine the Big Questions: ★ What are the conventions of narrative/descriptive writing? ★ What are the conventions of dystopian writing? This unit prepares students to write the opening to a story in the 'Dystopian Fiction' genre. The unit will be delivered with reading analysis (looking at real writers'/ student models) to feed into writing skills. Students will access a variety of extracts from the genre, which include: • '1984'; 'Fahrenheit 451'; 'The Maze Runner'; 'Animal Farm' This prepares students to use skills needed for answering GCSE Language Paper One, Section B which include: • Crafting language to suit form/ vocabulary for effect; • Sentence structure for effect; Using punctuation effectively.	Pupils will write an extended piece of narrative / descriptive writing from the genre 'Dystopian Fiction'. They will be given a picture stimulus to prompt their writing. This question is in the style of GCSE Language Paper One, Section B.
Year 9 Spring 2	'Of Mice and Men' Modern Novel  	To examine the Big Questions: ★ What are the Big Ideas that Steinbeck presents in <i>Of Mice and Men</i>? ★ How does Steinbeck present these? ★ Why does Steinbeck present the ideas in this way? This unit prepares students to write an analytical response of a novel, without an extract, based on AQA Literature Paper 2, Section A. AO1, AO2 and AO3 skills are covered to prepare students for studying 'An Inspector Calls' in Year 11. This text enables students to engage with issues such as racism, friendship, justice, etc.	Pupils will write an essay focusing on a key theme from the novel. Pupils will be assessed on their ability to: • Structure a formal essay • Use WHAT/HOW/WHY paragraphs • Consider the significance of ideas/perspectives and contexts This question is in the style of AQA Literature Paper 2.
Year 9 Summer 1	Reading 19th Century Literary Non Fiction and 21st Century Fiction.    Component 3 Spoken Language	To examine the Big Questions: ★ What are the conventions of persuasive writing? ★ Can you present a formally structured argument? This unit is designed to help students engage with and prepare for the reading non-fiction elements of the GCSE English Language Paper 2. This unit will also include some time for creative writing, in which students will complete opinionated pieces, based on a relevant topic. This is in line with AQA Language Paper 2, Section B. Students will complete their Component 3 Spoken Language element of the AQA GCSE Language course. They will write and perform a speech on a topic of their choice.	Pupils will complete textual analysis and comparison of two texts, with similar themes. This question is in the style of AQA Language Paper 2, Section A. Students will be assessed on content and delivery of their speech.

Year 9 Summer 2	Power and Conflict Poetry 	To examine the Big Questions: ★ What are the Big Ideas linked to power and conflict? ★ How do writers present these ideas in poetic form? ★ Why do writers present the ideas in this way? This unit introduces students to some of the poems from the GCSE anthology. This unit prepares students to write one comparison of two poems. Pupils will be taught language, structure, and form analysis for each poem, as well as comparative skills throughout. Poems covered include: • The Charge of the Light Brigade • Bayonet Charge • War Photographer • Poppies • Exposure	Pupils will write a comparative essay, using two poems which they have studied. Pupils will be assessed on their ability to: • Structure a formal essay • Use WHAT/HOW/WHY paragraphs • Consider the significance of ideas/perspectives and contexts This question is in the style of Literature Paper 2, Section B.
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