

English: **Year 9** Rationale: In Year 9, students will study a wide variety of genres and texts which explore the identity of individuals and groups of people. The choice of texts is to widen students' understanding of what identity is and to explore the cultural capital of the world. Students are presented with both fiction and non-fiction examples of injustice and prejudice and are able to identify the impact of this. Students are widely represented in this curriculum through the diversity of both authors and characters. The cross-curricular from history to English allows students to increase their analysis of texts through their contextual understanding. Students will also develop their speaking and listening skills ready for KS4 and crafting creative writing for a purpose building on from their skills from year 8.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment, and recommended reading
<p>Identity Whose Life is it Anyway? Face</p>	<p>What/How/Why structure for analysing. Tracking a theme and character throughout a play. Learning how to develop your analysis of language including context and multiple interpretations.</p>	<p>Builds on: students' understanding of drama texts. Develops the self-regulation and accuracy of creativity and creating for a purpose. Developing the analysis of specific texts and allows students to analyse context within their language analysis. Leads to: greater understanding of different experiences in life.</p>	<p>Task 1 – Descriptive writing. Rubric Marked Task 2 – Analysis of character. Live Task 3– speaking and listening. Task 4 – End of Unit Test. Forms quiz</p>	<p>SPAG and reading for meaning and making inferences. Tolerance of those with differences. Romantic relationships and dealing with healthy relationships. Friendships and dealing with conflict.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence.) Creating – The ability to generate ideas. Empathy – concern for society. Linking – Connection finding.</p>	<p>Black Flamingo by Dean Atta Seneca</p>

		Clear understanding of how drama texts can be used to emphasise a clear topic.				
Justice Ghost Boys	Developing What/How/Why structure for analysing. Developing analysis of language throughout an entire text. Linking social and historical context to specific language. Empathy skills. Non-fiction writing skills.	Builds on: The ability to track a theme and characterisation across different a text. Develops analytical thinking skills with methods. Develops the use of the What/How/Why structure to develop analysis skills. Leads to: greater understanding of different experiences and empathy. A greater understanding for how different experiences can be explored through literature.	Task 1 - Analysis of character. Rubric marked. Task 2 - Speaking and Listening. Task 3 – Creative Writing. Non-fiction. Whole. Task 4 – End of Unit Test. Forms quiz	SPAG and reading for a purpose. Making inferences from a text. Empathy for others in society. The importance of equality and identifying injustice. Tolerance of those with different experiences of our own.	Empathy – concern for society. Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence.) Agile – Open-minded. Linking – Generalisation.	The Hate U Give by Angie Thomas Seneca
Short Stories of Conflict	How to craft and edit effective creative writing.	Builds on: The ability to strategy plan and self-regulate their creative writing.	Task 1 – Analysis of character. Whole	SPAG and reading for meaning and making inferences.	Analysing – critical and logical thinking.	Take the Mic: Fictional stories of Everyday Resistance edited by Bethany Morrow

	<p>How to understand the choice of language and how this is used effectively.</p> <p>How to understand the context and meaning of stories.</p> <p>How structure impacts the meaning of stories and how this can be adapted for their own creative writing.</p>	<p>Their analysis to include structural techniques with fiction and non-fiction texts.</p> <p>Develops the creativity of students to make sophisticated language choices to fit their purpose.</p> <p>Leads to: greater understanding of how to craft a piece of creative writing. Developed analysis for literature texts.</p>	<p>Task 2- Non-fiction Creative Writing. Rubric</p> <p>Task 3 – Speaking and listening.</p> <p>Task 4 – End of Unit Test. Forms quiz</p>	<p>Relationships that can include conflict to show the dangers.</p> <p>Tolerance of those with different experiences of our own.</p>	<p>Empathy – concern for society.</p> <p>Creating – Fluent thinking.</p> <p>Creating – Originality.</p>	Seneca
<p>Love and Hate</p> <p>A Midsummer Night's Dream</p>	<p>Development of understanding for the Elizabethan era. Understanding of different societies and how past literature links to modern contexts. What/How/ Why structure to analyse texts from different time periods and a play.</p>	<p>Builds on: The ability to understand texts to develop understanding of a play from a different time. Develops a deeper analysis of texts with historical and social context. The manipulation of language and how word choices affect meaning.</p>	<p>Task 1 – Creative Writing.. Whole</p> <p>Task 2- Analysis of theme.. Rubric</p> <p>Task 3– Speaking and listening.</p> <p>Task 4 – End of Unit Test. Forms quiz</p>	<p>SPAG and reading for meaning and making inferences. Awareness of British History and links to modern life. Learning about a legal system - FBV.</p>	<p>Empathy- Concern for Society.</p> <p>Analysing – Critical and logical thinking.</p> <p>Linking – Connection finding.</p> <p>Meta-thinking – Meta-cognition.</p> <p>Creating – Originality</p>	<p>Hamnet by Maggie O'Farrell</p> <p>Seneca</p>

	Understanding how relationships are portrayed in Shakespearean plays.	The analysis of the relationships between characters and themes. Leads to: greater analysis skills for motifs, themes, characterisation.				
Poetry of Conflict	<p>Understanding of how poetry can be used a voice for everyone. What/How/ Why structure to make comparisons between different poems.</p> <p>How to effectively analyse the similarities and differences between poems with links to similar context.</p> <p>How to consolidate historical and social context to help analyse language.</p>	<p>Builds on: Develops the understanding of poetry and the poetic techniques. Develops their understanding of themes by looking at a different literary medium. Develops their analytical thinking of language and language choices.</p> <p>Leads to: An understanding of how to analyse using different vocabulary and different literary mediums. An understanding of how context can impact interpretations of texts.</p>	<p>Task 1 – Creative Writing. Rubric. Task 2- Analysis of feelings. Live. Task 3 – Speaking and listening. Task 4 – End of Unit Test. Forms quiz</p>	<p>SPAG and reading for meaning and making inferences. Empathy for those with different experiences than our own. Links to different eras to help develop empathy for others.</p>	<p>Meta-thinking – Meta-cognition.</p> <p>Linking – Connection finding.</p> <p>Analysing – Precision.</p> <p>Agile – Risk-taking.</p> <p>Empathy – Concern for Society.</p> <p>Practice</p> <p>Analysing – Connection-finding.</p>	<p>Poet X by Elizabeth Acevedo</p> <p>Seneca</p>

		Extending the analysis of literature texts through alternative interpretations.				
Crime and Punishment	<p>How Victorian Literature was developed to link to A Christmas Carol in Year 10.</p> <p>How the media presents different crimes and perspectives using language.</p> <p>The importance of becoming a well-rounded, law-abiding citizen and respecting the rest of society.</p> <p>Independence and resilience with the enrichment project.</p>	<p>Builds on: The ability to to recognise themes and language choices across different texts. Developing the understanding of key contextual points and how that impacts the reading of texts.</p> <p>Leads to: A holistic understanding of Victorian literature and how texts are representative of society.</p>	<p>Task 1 – Creative writing Peer</p> <p>Task 2 – Reading task Self.</p> <p>Task 3 – Enrichment Project. Teacher assess.</p> <p>Task 4 – End of Unit Test. Forms quiz</p>	<p>SPAG and reading for meaning and making inferences.</p> <p>Understanding of other experiences in different time periods.</p> <p>The importance of punishment within society.</p>	<p>Empathy – Concern for Society.</p> <p>Linking – Big Picture Thinking. Seeing alternative perspectives.</p> <p>Agility – Enquiring and open-minded.</p> <p>Hard-Working-Resilience.</p> <p>Creating – originality and intellectual playfulness.</p> <p>Meta-thinking – Strategy Planning.</p>	<p>Orangeboy by Patrice Lawrence</p> <p>Seneca</p>