

# YEAR 9 ENGLISH CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** English is the gateway to success and allows students to access all other areas of the curriculum. Our ambition is to ensure all students develop the knowledge and skills to become *reflective readers*, *resilient writers* and *confident communicators* in order to explore the wider world, flourish in the future and achieve their full potential. We nurture a passion and love of literature from a variety of contexts as well as encouraging students to become analytical thinkers so that they are empowered to form their own views about what they see, hear and read. Through the exploration of great writers, we aim to inspire and develop students' ability to communicate creatively and for different forms, audiences and purposes so that they can articulate their ideas effectively within the English classroom and beyond.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Theme</b>	<b>Relationships</b>		<b>Examining Power</b>		<b>Shakespeare and the Human Condition</b>	
<b>Topic</b>	Novel: <i>Of Mice and Men</i>		Modern Drama: <i>Blood Brothers</i>	Poetry: Power and Passion	Shakespearean Play: <i>Macbeth</i>	
<b>Core Knowledge / Threshold Concept</b>	Students will know how to present an argument and write an academic essay to analyse the presentation of a characters and themes.	Students will know how to write a short story using a variety of language and structure features including a cyclical structure.	Students will understand dramatic methods used by the playwright. They will also know how to make comparisons between two characters in the play.	Students will explore the conventions of Browning and Duffy's poetry and understand how the themes of power and passion are presented differently. They will know how to identify and compare the ideas of poets in two poems.	Students will know the plot, characters, themes and context of <i>Macbeth</i> . They will form their own opinions in response to the big ideas in the play and know how to write a speech and notes for a debate to argue and present their viewpoint.	Students will know the plot, characters, themes and context of <i>Macbeth</i> .
<b>Why this learning now?</b>	Students will build on their prior learning of analysis from Y7 and Y8 where they learn how to explore different layers of meaning and the effects of language and structure choices. Essay writing is an	Students will build on their prior learning of language and structure features from the Y8 Gothic Literature: Poe's Short Stories unit. They will also use the novel as a stimulus for their own writing. The themes of	Through studying the full play, students will explore dramatic methods used by playwrights providing them with the foundational knowledge required to study <i>An Inspector Calls</i> at KS4. They will	Students study poetry in Y7 and Y8 so this unit draws upon their prior learning. They will build on their comparison skills developed last half term as they will compare two poems in this unit. The	Students will draw upon their prior learning of Shakespeare Y7 and Y8. They will explore the big ideas presented in the play and use this as a stimulus to develop their own argument. Students	By reading the whole text and watching a live performance, students will gain an understanding of the play so that at KS4, they can apply this knowledge to closely analyse key moments and produce well-

	important skill which will provide students with the curriculum readiness for GCSE Literature at KS4.	inequality are revisited from <i>Noughts and Crosses</i> whilst also providing an introduction to the Examining Power units in the next term.	also build on their prior learning from <i>Romeo and Juliet</i> where they compared the presentation of one character at different points in the play.	themes of power and passion lead into the reading of <i>Macbeth</i> and will help students understand the presentation of key characters and themes in the play.	will plan, write and communicate their own argument building on their speaking and listening skills developed over the course of KS3.	informed essays with a clear argument.
<b>Assessment Opportunities:</b>	Regular formative assessment takes place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	<b>Reading:</b> fiction, an essay to analyse a character or theme from the novel ( <i>Of Mice and Men</i> OR <i>Lord of the Flies</i> )	<b>Writing:</b> fiction, creative writing short story (thematically linked to the novel)	<b>Reading:</b> drama, comparison of two characters in an unseen extract from a different modern drama	<b>Reading:</b> poetry comparison of two poems studied in the unit	<b>Speaking and Listening:</b> debate on a big idea from the play ( <i>Macbeth</i> )	<b>Reading:</b> knowledge and comprehension of plot, character, themes and context of <i>Macbeth</i>
<b>Learning at Home</b>	Students will complete a home learning booklet throughout each half term thematically linked to the unit. Each booklet will include a variety of tasks including: recall, reading, research, application of learning and spelling, punctuation and grammar practice.					
<b>Key Vocabulary</b>	<i>Of Mice and Men:</i> hierarchy, symbiotic, injustice	<i>Of Mice and Men:</i> microcosm, subservient, allegory	fate, superiority, social class	(dis)empowered, dubious, vengeance	hamartia, regicide, Machiavellian	emasculate, duplicitous, tyrannical
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> <li>use a range of social skills</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> </ul>					

	<ul style="list-style-type: none"> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> <li>• willingness to respond positively to cultural opportunities</li> </ul>
<b>Links to careers and the world of work</b>	<p><b>Career pathways include the following:</b> writing, journalism, performing, screen-writing, politics, motivational speaker, stage director, speech writer, psychologist, investigator, acting, editor, social media content creation</p> <p><b>Employability skills:</b> equipped with the empathetic and sympathetic abilities needed to be well-rounded citizens in adult-life, ability to debate and convey a viewpoint</p>