



Term	NC Topics	NC Links	Assessment
AUTUMN	<p><u>Non-fiction writing: Discrimination</u></p> <p>Rationale: This unit will be taught to Year 9 students and will focus on non-fiction writing, in particular newspaper articles. They will be learning conventions of newspaper articles, how to structure a newspaper article, different types of newspaper articles and different perspectives. We will focus on the difference between an objective reporting style and more emotive personal styles of article writing. Students will be drawing on previous knowledge from Year 7 and 8 and will recap persuasive techniques. In this unit they will look at 4 different types of discrimination, this will build on their cultural capital and encourage students to voice their own opinions. Later in the year, students will be expected to write a speech about one of the discrimination topics.</p> <ol style="list-style-type: none"> 1. To learn about different types of newspaper articles. 2. To develop an understanding of opinion and objective writing. 3. To explore the effects of racism. 4. To develop an understanding of anger in opinion writing. 5. To explore objective newspaper reports. 6. To develop an understanding of appearance discrimination 7. To learn to write an objective newspaper report. 8. To explore the issue of sexism. 9. To develop an understanding of blog posts and use our knowledge of sexism to write our own. 10. To explore the effects of homophobic discrimination. 11. To learn to write a column style article about homophobia 12. To consider the different ways celebrities are treated in the media. 	<p>Writing:</p> <p>1.1: writing for a wide range of purposes and audiences.</p> <p>a) Well-structured writing by looking at different newspaper structures</p> <p>b) newspaper reports/blog posts/columns.</p> <p>d) A range of different perspectives from anger and sarcasm.</p> <p>1.2: Summarising and organising material, and supporting ideas and arguments with any necessary factual detail – using factual detail from news stories.</p> <p>1.3: Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. – different article types and spellings from the term</p> <p>1.4: Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing – using newspaper articles as inspiration.</p> <p>2.1: Considering how their writing reflects the audiences and purposes for which it was intended – done via discussion and reviewing work and examples of newspaper articles.</p> <p>2.2) Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> <p>2.3) Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English</p> <p>Reading:</p> <p>1.1: Develop a love of reading and read increasingly challenging material. Students pick their own material Variety of different types of material.</p> <p>2.1: Increasingly challenging texts – variety of newspaper articles</p> <p>2.4: Comprehension questions and discussion to check understanding of articles.</p> <p>3.5: Comparison of Jameela Jamil and Philip Schofield</p>	<p><u>End of Half Term Test</u></p> <p>The final assessment will involve students writing a newspaper report on one of the four topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Racism <input type="checkbox"/> Sexism <input type="checkbox"/> Homophobia <input type="checkbox"/> Appearance <p><u>Assessment criteria:</u></p> <ol style="list-style-type: none"> 1. Ideas to show Language choices / figurative writing-metaphors, similes, personification, AFOREST techniques etc. 2. Sentence types 3. Punctuation 4. Vocabulary 5. Perspective- an objective newspaper article 6. Structure- clear paragraphs and features of a newspaper article <p><u>What can I revise in preparation for this assessment?</u></p> <p>Look at a variety of different newspaper articles (broadsheet and tabloid).</p> <ol style="list-style-type: none"> 1. What techniques are used in the headings? 2. Find examples of sub-headlines 3. Identify the topic sentences at the beginning of the main paragraphs/sections 4. What language techniques and persuasive features have been used? 5. What structural techniques have been used? 6. What tone does this article have? E.g. humorous, serious etc. <p>Have a go at writing articles with different tones on different topics.</p>

Creative Writing: Writing from an unusual perspective

This unit of work will initially focus on recapping creative writing language and structural techniques, previously taught in year 7 and 8, as they will be drawing on previous knowledge of the writing process. This will enable students to focus on developing imagination and creativity in this unit of work by learning how to write from an unusual perspective, where they will write as if they were an idea, concept or an object, based on a relatively generic story writing task. Furthermore, students learning will take place in a range of methods in order to gain a deeper understanding of an unusual perspective, through art, film, musicals, reading various texts and mood boards. Students will develop their writing craft whilst understanding and gaining a more creative approach to tasks, which in turn will help them understand the purpose and effects of elements in stories and poetry when thinking about the intended effect on the reader/audience, that they will be studying for their English Literature GCSE and provide a foundation for them to build on for the creative writing task in their GCSE English Language.

1. To be able to review my creative writing language skills
2. To be able to review my writing structure skills
3. To understand how to write from an 'unusual' perspective
4. To explore Les Miserables and develop empathy for a character
5. To be able to write creatively from the perspective of an object (Les Mis)
6. To understand pronouns and their effect
7. To use different pronouns to create specific effects in my writing
8. To be able to use language to show a shift in mood and perspective
9. To develop my creativity through art and film
10. To develop an effective structure and perspective in my creative writing
11. To understand the purpose of a mood board/ To create an effective mood board
12. To apply all the skills I have learnt to a final assessment

1.1) Writing for a wide range of purposes and audiences, including:

- a) well-structured formal expository and narrative essays
- b) stories, scripts, poetry and other imaginative writing
- d) a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

1.3) Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

1.4) Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

2) Plan, draft, edit and proof-read through:

- 2.1) Considering how their writing reflects the audiences and purposes for which it was intended
- 2.2) Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- 2.3) Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

End of Half Term Test

The final assessment will assess creative writing skills. Students will be expected to write a story about something that happens outside

Or

Describe a garden (both from an unusual perspective)

Success Criteria:

- A clear unusual perspective
- Effective choice of pronoun (throughout your work)
- Creative focused approach to task
- Paragraphs
- Higher level vocabulary
- Language techniques
- Structural techniques e.g. a flashback
- Clear mood/ mood shift
- Consistent tense

What can I revise in preparation for this assessment?

Read novels and write down effective use of figurative language.

Learn how to spell impressive vocabulary choices (adjectives)
Try to include different sentence structures in writing e.g. sentences starting with two adjectives or two adverbs, sentences beginning with similes, questions and answer.

<p>SPRING</p>	<p><u>Macbeth by William Shakespeare</u></p> <p>Rationale: This unit will give pupils the opportunity to revisit their skills associated with the artistic practice of drama in KS2; Romeo and Juliet in Year 7 and comparison of Shakespeare’s plays in Year 8. They will continue to develop their basic skills and conventions of drama through pre-1914 Literature drama (Shakespeare – ‘Macbeth’). They will extend their prior knowledge of setting, plot, characterisation and gender from terms 1.1 and 1.2, whilst, exploring the features of a play. Pupils will have the opportunity to speak confidently and effectively through classroom discussion, debates and giving short speeches. Through reading the play, pupils will develop their use of language through intonation, tone, volume, mood whilst improvising, rehearsing and performing play scripts. In addition, teachers can use the play to explore SMSC issues such as religion and morality.</p> <ol style="list-style-type: none"> To learn the ‘social and historical context’ of William Shakespeare. Pre-Assessment - To analyse the opening scene of Macbeth. To explore values and beliefs of Shakespeare’s England. To learn about ‘The Divine Right of Kings’ To learn about King James 1 and witchcraft To learn about the theme of witches through art. To explore the role of witches and women through different media. To learn how to use your voice and speech effectively. To learn a range of dramatic techniques. To learn to use dramatic techniques when writing a script. To learn the main plot of ‘Macbeth’. To learn about the characters in ‘Macbeth’. To learn the themes in ‘Macbeth’. To consolidate the key characters and events of the play. To explore the use of dramatic techniques in Act 1, Scene 1. To explore chivalry and understand how Macbeth is presented in Act 1, Scene 2. To learn how to explore how Shakespeare uses language to portray characters and their traits. (1.3) To learn how Duncan’s decisions impact on his own fate. (1.4) To explore how gender roles have been presented differently through social and historical context. To learn how female characters are first introduced in the play. To explore how Shakespeare presents Lady Macbeth in Act 1.5 To learn to identify the inner thoughts of Macbeth. (1.7) To explore the persuasive techniques used in Act 1.7. To learn to identify emotive language in Act 2, Scene 1. 	<p><u>Reading: Love of reading/independent reading of challenging material through:</u></p> <ol style="list-style-type: none"> Drama Shakespeare <p><u>Reading: Understanding increasing challenging texts through:</u></p> <ol style="list-style-type: none"> Learning new vocabulary-using context and dictionaries-spellings/homework. Making inferences and referring to evidence in texts. Knowing the purpose, audience and context for writing to support comprehension. Check understanding of texts to make sure what they have read makes sense (summarising what they read and understand). <p><u>Reading: Read critically through:</u></p> <ol style="list-style-type: none"> Knowing how the following present meaning: Language; Figurative language; Vocabulary choice. Study setting, characterisation and plot . Understanding how the work of dramatists is communicated effectively through performance /staging/ interpretations. <p><u>Writing:</u></p> <ol style="list-style-type: none"> 1.1b: Stories, scripts, poetry and other imaginative writing. 1.1c: Notes and polished scripts for talks and presentations. Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. 2.1 – Considering how their writing reflects the audiences and purposes for which it was intended. 2.2 Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. <p><u>Spoken English – confidently and effectively through:</u></p> <ol style="list-style-type: none"> Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. Giving short speeches and presentations, 	<p><u>End of Term Test</u></p> <p>The final assessment will be based on the pupil’s understanding of both language and dramatic techniques used within a play: “How does Shakespeare present the character of Lady Macbeth throughout the play?”</p> <p><u>Success criteria</u></p> <ol style="list-style-type: none"> Refer to the key word/phrase in the question consistently – link every point/interpretation back to this Refer to the writer throughout your response e.g. Shakespeare ... Correct spelling – especially the writer’s name! Use evidence/quotations from the text (integrate, if possible) Use subject terminology correctly e.g. ‘Shakespeare uses a simile/the adjective “___”...’ Analyse individual words /phrases within the quote – meaning/association – why Shakespeare has chosen this Give alternative interpretations when analysing language (explaining how/why/in what way) Embed context to a word or phrase in a quote during analysis, (not as an ‘add on’) Focus on the effect – what the word suggests / effect on the reader / atmosphere Comment on the effect of language – Shakespeare’s intention/purpose Stage direction / structural techniques – Can comment on their effect Correct use of high level punctuation (;!) High level vocabulary <p><u>What can I revise in preparation for this assessment?</u></p> <p>Learn the following quotes. Analyse each of these focusing on meaning of the quotes as a whole and what they suggest and individual words within these. Identify key terminology/language techniques. Make links to context.</p> <p>Act 1.5 <i>‘Come, you spirits / That tend on mortal thoughts, unsex me here, And fill me from the crown to the toe top-full / Of direst cruelty’</i></p> <p>Act 1.7 <i>‘What beast was’t then that made this enterprise to me?’</i></p>
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	<p>25. To explore the effect of language used in Act 2, Scene 1.</p> <p>26. To learn how Shakespeare uses comedy for effect. (2.3 – Porter)</p> <p>27. To explore the format, style and structure of a newspaper. (Act 2)</p> <p>28. To analyse the language and dramatic techniques used in Act 2.3 (LM/Macduff)</p> <p>29. To learn to create and perform a courtroom drama based on 'Macbeth'.</p> <p>30. To explore the theme of 'dark and light' in Macbeth. (3.3)</p> <p>31. To learn to compare different productions of one scene. (Act 3 – Banquet scene)</p> <p>32. To learn the impact of the witches' prophecies on Macbeth's state of mind. (4.1)</p> <p>33. To explore the dramatic techniques in Act 4.2.</p> <p>34. To explore how the character of Lady Macbeth changes in Act 5.1</p> <p>35. To learn to act in role when 'hot seating'.</p> <p>36. To consolidate the rise and fall of Macbeth. (5.3)</p> <p>37. Assessment: To explore and analyse Shakespeare's characterisation of Lady Macbeth. (How does Shakespeare present the character of Lady Macbeth throughout the play?)</p> <p>38. To learn how to stage your own production of Macbeth.</p>	<p>expressing their own ideas and keeping to the point.</p> <p>1.3: Participating in formal debates and structured discussions, summarising and/or building on what has been said.</p> <p>1.4: Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use an meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p> <p>Grammar and Vocabulary:</p> <p>1.1: Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.</p> <p>1.3: Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</p> <p>1.5: Using Standard English confidently in their own writing and speech</p> <p>1.6: Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</p>	<p><i>'From this time / Such I account thy love. Art thou afraid?'</i></p> <p><i>'I would while it was smiling in my face...dashed the brains out?'</i></p> <p><i>'We fail? But screw your courage to the sticking-place.'</i></p> <p>Act 2.2</p> <p><i>'had he not resembled...father as he slept'</i></p> <p>Act 5.1</p> <p><i>'Out, damned spot!...Hell is murky'</i></p> <p><i>'Yet who would have thought the old man to have had so much blood in him?'</i></p> <p><i>'The Thane of Fife had a wife. Where is she now?'</i></p>
<p>SUMMER</p>	<p><u>Poetry – Anthology poems</u></p> <p>Aims - This unit will explore poetry across British History, from the Romantic Era to modern day. The poems will be from the Love and Relationship Cluster of the AQA anthology and will allow pupils an opportunity to explore meaning, themes, language and structure within poems. This will be an opportunity for pupils to develop 'unseen poetry' skills as well as developing revision skills. The unit will fit into the idea of year 9 being a bridging year – whilst the poems are taken from the KS4 syllabus, the scheme will allow pupils to explore ideas and develop personal interpretations and connections to the poems. This will also be an opportunity to develop responsibility, as all pupils will be given their anthology to keep and annotate. To learn to describe a scene by drawing on knowledge from previous learning</p> <p><u>Outcomes</u></p> <p>Pupils will demonstrate:</p> <ol style="list-style-type: none"> 1. An understanding of inference 	<p>Reading</p> <p>1.1a - English literature, both pre-1914 and contemporary, including poetry</p> <p>2.1 - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <p>2.2 - Making inferences and referring to evidence in the text</p> <p>2.3 - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p> <p>2.4 - Checking their understanding to make sure that what they have read makes sense.</p> <p>3.1 - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</p> <p>3.2 - Recognising a range of poetic conventions and</p>	<p><u>End of year assessment</u></p> <p>How are strong relationships presented in Sonnet 29 and one other poem? (30)</p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> 1. Thoughtful and consistent comparison of poems 2. Refer to the key word/phrase in the question consistently – link every point/interpretation back to this 3. Refer to the poets throughout your response 4. Use evidence/quotations from the poems (integrate, if possible) 5. Use subject terminology correctly e.g. ' ____ uses a simile/the adjective " ____" ...' 6. Analyse individual words /phrases within the quote – meaning/association – why the poet has chosen this 7. Give alternative interpretations when analysing language (explaining how/why/in what way)

2. An understanding of what different poetic techniques are (identification)
3. An understanding of how and why poetic techniques are used by poets to add meaning
4. Synthesis skills to make connections between poems
5. An understanding of varied poetic form and conventions

understanding how these have been used

3.5 - Making critical comparisons across texts

Writing

1.1a - well-structured formal expository and narrative essays

1.1c - notes for talks and presentations

2.2 - Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

2.3 - Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Spoken English

1.1 - Using Standard English confidently in a range of formal and informal contexts, including classroom discussion

1.2 - Giving short speeches and presentations, expressing their own ideas and keeping to the point

Writing:

1.1: writing for a wide range of purposes and audiences.

a) Well-structured writing by looking at different newspaper structures

b) newspaper reports/blog posts/columns.

d) A range of different perspectives from anger and sarcasm.

1.2: Summarising and organising material, and supporting ideas and arguments with any necessary factual detail – using factual detail from news stories.

1.3: Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. – different article types and spellings from the term

1.4: Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing – using newspaper articles as inspiration.

2.1: Considering how their writing reflects the audiences and purposes for which it was intended – done via discussion

8. Embed context to a word or phrase in a quote during analysis, (not as an ‘add on’)
9. Focus on the effect – what the word suggests / effect on the reader / atmosphere
10. Comment on the effect of language – poet’s intention/purpose
11. Comment on structural techniques and their effect
12. High level vocabulary

What can I revise in preparation for this assessment?

Go onto GCSE Pod (all students have a login – if they can’t remember, ask the teacher) – watch all the videos on each of the Love and Relationships poems:

- Love’s Philosophy
- Winter Swans.
- Singh Song
- Porphyria’s Lover
- The Farmer’s Bride
- When We Two Parted
- Neutral Tones
- Letters From Yorkshire
- Eden Rock
- Climbing my Grandfather
- Mother, Any Distance
- Before You Were Mine
- Walking Away
- Follower

Speaking and Listening – Discrimination and Diversity

Rationale: In this unit, Year 9 students will focus on discrimination and diversity, with a particular focus on injustice and inequality. Students will be drawing on previous knowledge from the beginning of the year when they studied opinion writing and will recap persuasive techniques. They will also secure and develop their knowledge of four different types discrimination: racism, sexuality, sexism and prejudice concerning peoples’ appearance. This will build on their cultural capital, including current and historical knowledge, and encourage students to gain confidence in voicing their own opinions and beliefs. Students will complete a speaking and listening assessment where they will write and perform a speech about one of the discrimination topics. In this, they will argue that this form of discrimination will become a thing of the past in order to encourage their SMSC growth.

1. To identify areas of strength and areas to improve

End of year assessment

A persuasive speech against a particular form of prejudice and injustice using the GCSE S+L assessment criteria

Success criteria:

1. Is audible
2. Uses spoken standard English
3. Expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary
4. Organises and structures his or her presentation using an effective range of strategies to engage the audience
5. Achieves the purpose of his or her presentation
6. Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.

	<ol style="list-style-type: none"> 2. To develop and secure knowledge of opinion writing and using persuasive techniques 3. To develop and secure understanding of the four areas of discrimination <ul style="list-style-type: none"> ➤ Sexism ➤ Sexuality ➤ Appearance ➤ Racism 4. To research these areas and develop historical knowledge and knowledge of current affairs issues. 5. Learn to write and structure an effective speech. 6. Learn to plan and deliver an effective speech using varied language techniques and structure. 7. Develop confidence to deliver a speech to peers and answer questions effectively following a speech. 8. Learn to improve speeches through reflection and feedback. 	<p>and reviewing work and examples of newspaper articles.</p> <p>2.2) Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> <p>2.3) Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English</p> <p>Reading:</p> <p>1.1: Develop a love of reading and read increasingly challenging material. Students pick their own material</p> <p>Variety of different types of material.</p> <p>2.1: Increasingly challenging texts – variety of newspaper articles</p> <p>2.4: Comprehension questions and discussion to check understanding of articles.</p> <p>Speaking and Listening:</p> <p>Speak confidently and effectively, including through:</p> <p>1.1 Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</p> <p>1.2 Giving short speeches and presentations, expressing their own ideas and keeping to the point</p> <p>1.3 Participating in formal debates and structured discussions, summarising and/or building on what has been said</p>	<p><u>What can I revise in preparation for this assessment?</u></p> <ul style="list-style-type: none"> ● Rehearse speech at home. ● Get others to ask you open questions about your speech so you can learn to respond in detail and with confidence. ● Learn your speech so you are not too reliant upon cue-cards and make eye contact with the audience.
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