Year 9: English	Curriculum Intent: Students will study two plays and a collection of poetry and literature based on the themes of war and conflict. They will study a Shakespeare play as well as a modern play offering a variety of different historical contexts, settings and different genres. Through the study of poetry and literature, students are able to consider the purpose of war as well as reflecting on both historical and modern-day wars. Students will develop their debating skills as well as building of the skills of ethos, pathos and logos through speech writing. They will also develop skills to analyse language and then transfer this into essays which focus on how language is used for meaning, effects on a reader as well as to consider how the structure of a text impacts the reader. Students will explain and discuss their understanding of what they have read, drawing on inferences and justifying these with evidence, focusing particularly on evaluating how authors use language, including figurative language. The learning journey will continue with the development of grammar, spelling and punctuation skills by looking at how writers manipulate grammar and punctuation to enhance meaning. Students will continue to develop their creative writing skills through description of setting, character and atmosphere by applying accurate grammar, spelling and punctuation.	

	Term 1 Love and Relationships Poetry Language Paper 1 – Of Mice and Men Extracts		Term 2 Hamlet: Theme of a Tragic Hero Language Paper 2 – Section B Writing Skills		Term 3 Blood Brothers: Theme of Social Class Language Paper 1 – Section B Theme: Dystopia	
Reading and Writing Focus Speaking and Listening Focus	**Literature:** Studying a selection of poems from the GCSE Love and Relationships anthology. **Language:** An opportunity to develop reading skills using extracts from Of Mice and Men.		**Literature:** Studying the historic play, Hamlet, focusing on a tragic hero. **Language:** An opportunity to develop non-fiction writing skills.		**Literature:** Studying the modern play Blood Brothers. **Language:** An opportunity to develop descriptive writing skills with a focus on the Dystopian genre.	
Topic Titles (in order of delivery)	**Literature: Poetry** 1. Love and Relationships in poetry. 2. Language used to present loss and heartache. 3. Exploration of ideas associated	**Language: Reading** TBA	**Literature: Hamlet** 1. What are the key features on the play? 2. What is a tragedy/ comedy?	**Language: Writing Skills.** 1. What are stereotypes? 2. Dangers of a single story. 3. Identifying fake news.	**Literature: Blood Brothers.** 1. Prologue. 2. Setting and context. 3. Exploring Mrs Johnstone.	**Language: Dystopia Writing Skills** TBA

	with commitment and reconciliation. 4. Explore themes of parental love and separation. 5. Exploring children's independence. 6. Importance of language and structure in poetry. 7.		3. How are the characters connected? 4. What are the relationships like between key characters? 5. How is a key character presented? 6. What is the role of a tragic hero in Shakespeare? 7. What are the key themes of the play? 8. How to understand the key language. 9. How has a character been developed over the play? 10. What is a soliloquy? 11. Exploring key character relationship developments. 12. How does the play end?	4. Language features – using DAFORREST. 5. What is identity? 6. Writing to argue. 7. Writing a letter to argue point of view. 8. Migrants and refuges. 9. History of Immigration in Britain. 10. What is Form? 11. Storytelling non-fiction 12. Writing an article. 13. Myth busting fake news. 14. Writing to advise.	4. The 'plan' and sympathy for character. 5. The twins. 6. Russell's aims. 7. Mickey and Edward. 8. Class differences. 9. The Policeman. 10. Mickey and Edward 11. Beginning of Act 2. 12. Relationships. 13. Creating contrasts. 14. The narrator 15. Adolescence 16. Mrs Lyons, Madness and Fate. 17. Edward returns from University. 18. The robbery and arrest. 19. The ending pt. 1. 20. The ending pt. 2.	
Vocabulary	Literary techniques Context Power Conflict Effects Comparison	Literary techniques Adjectives Synonyms Paragraphing Tension Atmosphere	Peer pressure Stage directions Stagecraft Narrator Prologue Monologue	Friendship Relationship Context Differences Wrongful arrest Stereotypes	Tragedy Comedy Hero Tragic hero Hamartia Ghosts	

	Propaganda Emotive language Diary Hardship War	Tone Pace Sentence types Hook	Character Themes Class Gangs Hierarchy	Identity Leaflet Counterargument Language techniques	Love Revenge Mortality Soliloquy Madness	
Grammar, punctuation and spelling	1. What are nouns? 2. What are adjectives? 3. What are noun phrases? 4. What are determiners? 5. What are pronouns?	6. What are verbs 7. What is tense? 8. What are modal verbs? 9. What are adverbs? 10. What are adverbials? 1. What are prepositions?	2. What are conjunctions? 3. What are connectives? 4. What are the different sentence types? 5. What is a clause? 6. What is a phrase?	7. Why do different text types require different sentence structures? 8. How to vary sentences to achieve different effects?	9. What is punctuation? 10. Understanding pauses (commas). 11. How do we separate subordinate clauses if they begin the sentence? 12. How do we add in extra information? 13. How to use direct speech? 14. What are dashes, hyphens and ellipses.	15. What are apostrophes? 16. When to use a colon and semi-colon. 17. How to avoid ambiguity. 18. What is cohesion?
Assessment	**Assessment 1:** Reading assessment - Comparing two poems **Assessment 2:** Writing assessment – writing the opening to a short story.	**Assessment 3:** Reading assessment – Comparing viewpoints across two poems. **Assessment 4:** Writing assessment – Write a short story.	**Assessment 1:** Writing assessment – Writing a speech **Assessment 2:** Reading assessment – Writing about a theme in the play.	**Assessment 3:** Writing assessment – Writing an article **Assessment 4:** Reading assessment – writing about the play, based on an extract.	**Assessment 1:** Writing assessment – writing a monologue for another character. **Assessment 2** Reading assessment – exploring	**Assessment 3:** Writing assessment – Write a diary from a key characters perspective. **Assessment 4:** Reading assessment – Extract analysis drawing on the whole play.

					characters using an extract.	