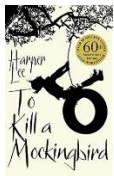
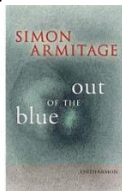


The curriculum in English will expose students to a broad, vibrant and challenging range of texts that promotes a love of our subject, fosters academic success and equips them for real life.

Year Nine: Power, Protest and Freedom.

What	Term One Seminal World Text 'To Kill A Mockingbird' 	Term Two A 'The People Speak' Voices of the 20th and 21st Century 	Term Two B Poetry: 'Out of the Blue' by Simon Armitage 	Term Three Modern Novel 'Boys Don't Cry' 
Why?	Pupils will study the Pulitzer prize novel, 'To Kill A Mockingbird'. They will study a novel set in another country but written in the English language. They will build on their prior knowledge of the theme of childhood from Year Seven and the development of genre in Year 8. They will explore the themes of racism, prejudice and injustice from the historical perspectives of the 1930's, 1960's civil rights movement and comparing these attitudes to modern day.	Building on the work completed in term one and two students will study a range of non-fiction texts and speeches of the 20th and 21st Century. This is to reflect the rich diversity of the society in which we live. They will deepen their knowledge of the power of language and rhetoric. They will develop a greater understanding of the world around them.	Having established the traditional conventions of poetry in Year 7 pupils will study the modern extended poem, 'Out of the Blue' by Simon Armitage, focusing on the 9' 11 disaster. Additionally, they will develop a greater understanding of the world around them. Pupils will write an imaginative eye witness account of the 9/11 disaster.	Building on the work completed in term one and two students will study a modern novel from a multiple narrative perspective. Through their study of this text, students will learn about the wider implications surrounding current issues such as single parenthood, teenage pregnancy, race, masculinity and sexuality; these may be issues they can relate to. Through critical thinking and philosophical discussions surrounding the themes raised in 'Boys Don't Cry', they will deepen their understanding and knowledge of these topics.
Prior Learning	Students will build on their prior knowledge of the theme of childhood from Year Seven and the development of genre in Year 8.	Students will build on their prior knowledge of Greek mythology from Year 7 and ideas from Aristotle.	Students will build on their prior knowledge of poetry from Year 7. Secondly, they will further develop creative writing skills from Year 8.	Students will build on contextual knowledge from Term 2. They will build upon their knowledge of modern novel from Yr8 and Term 1.

Next Link	Term 3 students will read a second modern novel exploring similar themes of race and discrimination.	KS4 Non- Fiction Texts Paper One English Language.	Poetry Anthology in KS4 on the theme of conflict. Paper 2 Literature.	KS4 English Language Paper 2 Contemporary Fiction KS4 English Literature Modern Texts
Key Learning	Knowledge: Pupils will learn about Context: Life in 1930's Alabama. 1960's civil rights movement. Plots: Part 1: Boo Radley/ Part 2: The Trial of Tom Robinson Themes: Prejudice, Race and Racism, Injustice Form: Bildungsroman – Coming of Age Novel Skills: Pupils will learn to -Read and understand unfamiliar vocabulary linked to text. -Confidently use key vocabulary associated with form and genre. -Confidently infer meaning within the text -Identify and explain the writer's key messages are linked to context -Understand and appreciate the narrative perspective within the set text - Explore a range of narrative techniques and effects on reader eg foreshadowing. -Support points with evidence using quotations from the text -Write an analytical response on a key extract from the text -Write an imaginative account of a key moment in the text -Plan, edit, proof read writing	Knowledge: Pupils will learn about Context: Historical context of 20th and 21st century issues. Aristotle and Cicero ideas of rhetoric (ethos, logos, pathos). Themes: Freedom, liberty, protest, human rights, civil rights, conflict, peace, war. Conventions: Non- fiction techniques, political speeches. Skills: Pupils will learn to -Read and understand unfamiliar vocabulary linked to text. -Confidently use key vocabulary associated with form and genre. -Confidently infer meaning within the text -Identify and explain the writer's key messages are linked to context -- Explore a range of rhetorical/ non- fiction techniques and effects on audience. -Support points with evidence using quotations from the text -Write an analytical response on a key extract from the text -Write a speech to include a range of rhetorical non- fiction techniques. account of a key moment in the text -Plan, edit, proof read writing -Redraft and make improvements.	Knowledge: Pupils will learn about Context: 9/11 Disaster and aftermath. The Media, reporting on disasters. Themes: Terrorism, The Media, reporting on disasters. Conflict. Form: Modern poetry. Narrative perspective Skills: Pupils will learn to -Read and understand unfamiliar vocabulary linked to text. -To confidently use key vocabulary associated with form and genre. -Confidently infer meaning within the poem -Identify and explain the opinions and key messages of the poet -Identify a range of poetic devices within poems and explain their effects on the reader -Understand and explain how writers use imagery to create ideas. -Support points with evidence using quotations from the poems. -Analyse poems commenting on the effects of techniques. -Write an analytical response on a key poem for assessment. -Write an imaginative eye witness account of 9/11 -Use a five-part structure to create a narrative short story -Plan, edit, proof read writing	Knowledge: Pupils will learn about Context: Contemporary modern -day London. Themes: Stereotyping, sexuality, masculinity, race, teenage pregnancy, teenage parenthood. Form: Multiple Narrative Perspective Skills: Pupils will learn to -Read and understand unfamiliar vocabulary linked to text. -Confidently use key vocabulary associated with form and genre. -Confidently infer meaning within the text -Identify and explain the writer's key messages are linked to context -Understand and appreciate the narrative perspective within the set text - Explore a range of narrative techniques and effects on reader eg foreshadowing. -Support points with evidence using quotations from the text -Write an analytical response on a key extract from the text -Articulate opinions on a range of themes. Contribute opinions to group discussions.

	-Redraft narrative and make improvements.	-Present an individual speech using a range of rhetorical techniques.	-Redraft narrative and make improvements.	
National Curriculum Links	Reading: 2a: Learning new vocabulary to assist with understanding context 2b: Making inferences and referring to evidence in the text 3c: Studying setting, plot and characterisation 3f: Studying a range of authors in depth Writing 1a: Writing for purpose and audience (structured essays and imaginative writing) 2abc: Planning, editing, proof reading Spoken 1c: Participating in formal debates 1d: Role play	Reading: 2a: Learning new vocabulary to assist with understanding context 2b: Making inferences and referring to evidence to evidence in the text 2c: Knowing purpose, audience and context for writing 3a: Knowing how language, structure and organisation presents meaning. Writing 1a: Writing for purpose and audience 1b: Summarising, organising ideas, supporting arguments with detail. 1c: Applying grammar, vocab and structure 1d: Drawing on knowledge of literary devices 2abc: Planning, editing, proof reading Spoken 1b: Giving short speeches 1c: Formal debates and discussion	Reading: 2a: Learning new vocabulary to assist with understanding context 2b: Making inferences and referring to evidence to evidence in the text 3b: Recognising a range of poetic conventions 3f: Studying a poet in depth Writing 1a: Writing for purpose and audience (imaginative writing and structured essays) 1c: Applying grammar, vocab and structure 1d: Drawing on knowledge of literary devices 2abc: Planning, editing, proof reading Spoken 1c: Formal debates and discussion	Reading: 2a: Learning new vocabulary to assist with understanding context 2b: Making inferences and referring to evidence to evidence in the text 3c: Studying setting, plot and characterisation Writing 1a: Writing for purpose and audience (structured essays and imaginative writing) 2abc: Planning, editing, proof reading Spoken 1c: Formal debates and discussion
Key Assessments	Reading: How is Atticus Finch presented in the novel? Writing: Recreate the scene of the jury's verdict from the perspective of Tom Robinson. Spoken: Presentation of a speech 'Free Tom Robinson'	Writing: Write a speech on Climate Change Spoken: Individual presentation on Climate Change	Writing: 9'11 Imagined Eye Witness Account Spoken: Discussion, 'The Falling Man' Was it right to publish these images in the newspaper.	Reading: Text Analysis How does Blackman create a dramatic scene? Spoken: Discussion on masculinity
Key Vocabulary	Antagonist, antithesis, bildungsroman, first person narrative, motif, pathetic fallacy	Anaphora, analogy, anecdote, antithesis, assertion, concession, data, ethos, emotive language,	Alliteration, assonance, caesura, contrast, couplets, enjambment, hyperbole, imagery, irony, simile,	Antagonist, antithesis, masculinity narrative perspective, pathos,

	protagonist, narrative perspective, symbolism.	facts, hyperbole, indignant tone, logos, pathos, perspective, pun, rebuttal, rule of 3, point of view.	line, metaphor, personification, onomatopoeia, oxymoron, rhyme, rhythm, stanza, sibilance, verse.	protagonist, sexuality, stereotype, symbolism, tension, theme.
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