

Y9 ENGLISH DEPARTMENT SUBJECT CURRICULUM OUTLINE 2021-2022

Term	Topic/Unit of work	Knowledge	Skills	Assessment
Autumn Term 1	Inspiring Voices A collection of texts including Mary Seacole, Ben Zephaniah, Alan Turing and Ellie Simmonds. READER - 57 Bus	METAPHOR: - Symbolism STORY: - Plot - Characterisation - Genre ARGUMENT: - Evidence - Analytical Writing - Speaking and Listening PATTERN: - Prose Organisation - Theme - Motif CONTEXT: - Historic - Social - Psychoanalytical - Colonial GRAMMAR: - Syntax	<ul style="list-style-type: none"> ● Comprehension ● Recall ● Prediction ● Reading and Understanding ● Word level analysis ● Sentence level analysis ● Structural analysis ● Evaluation of genre ● Application of context ● Interpretation of narrative voice ● Interpretation of theme ● Evaluative writing skills 	1. Writing to describe 2. Writing to argue 3. Language analysis
Autumn Term 2	Voices of Conflict A collection of War poetry and the play Pink Mist by Owen Sheers.	METAPHOR: - Symbolism - Motif - Linguistic Devices STORY: - Characterisation	<ul style="list-style-type: none"> ● Recall ● Prediction ● Reading and Understanding ● Word level analysis ● Poetic ● Structural analysis 	1. Unseen poetry analysis 2. Writing to describe

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		<ul style="list-style-type: none"> - Genre - Perspectives - Voice <p>ARGUMENT:</p> <ul style="list-style-type: none"> - Evidence <p>PATTERN:</p> <ul style="list-style-type: none"> - Theme - Motif - Lines and Stanzas (Metre, Rhythm, Rhyme, Caesura, Enjambment, Form) <p>CONTEXT:</p> <ul style="list-style-type: none"> - Historic - Social - Power and Conflict 	<ul style="list-style-type: none"> ● Interpretation of theme ● Creative writing skills 	
Spring Term 1	<p>Individuals and society part 1</p> <p>Tale of Two Cities by Charles Dickens</p>	<p>METAPHOR:</p> <ul style="list-style-type: none"> - Linguistic - Literary <p>STORY:</p> <ul style="list-style-type: none"> - Perspective - Voice/ Speech/ Thought - Narratology <p>ARGUMENT:</p> <p>Analytical writing</p> <p>PATTERN:</p> <ul style="list-style-type: none"> - Prose - Beginnings/ Changes/ Endings 	<ul style="list-style-type: none"> ● Comprehension ● Recall ● Prediction ● Reading and Understanding ● Evaluating arguments ● Structuring an argument ● Interpretation of meaning 	<ol style="list-style-type: none"> 1. Paper 2, Q1-Q3 2. Extract to whole-Character 3. Speaking and Listening

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		<ul style="list-style-type: none"> - Theme <p>CONTEXT:</p> <ul style="list-style-type: none"> - Analysis - Argument - Literary - Historical - Social - biblical allusions - Victorian - French Revolution <p>GRAMMAR:</p> <ul style="list-style-type: none"> - Syntax - Punctuation 		
Spring Term 2	<p>Individuals and society part 2</p> <p>Tale of Two Cities by Charles Dickens</p>	<p>METAPHOR:</p> <ul style="list-style-type: none"> - Symbolism - Allegory - Linguistic Devices <p>STORY:</p> <ul style="list-style-type: none"> - Plot - Characterisation - Genre - Perspectives - Voice - Sense Making - Epistolary <p>ARGUMENT:</p>	<ul style="list-style-type: none"> ● Comprehension ● Recall ● Prediction ● Reading and Understanding ● Evaluating arguments ● Structuring an argument ● Interpretation of meaning 	<ol style="list-style-type: none"> 1. Paper 1, Q4 2. Extract to whole – theme 3. Speaking and Listening

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		<ul style="list-style-type: none"> - Evidence - Analytical Writing - Speaking and Listening - Debate - Persuasion <p>CONTEXT:</p> <ul style="list-style-type: none"> - Analysis - Argument - Literary - Historical - Social - biblical allusions - Victorian - French Revolution <p>GRAMMAR:</p> <ul style="list-style-type: none"> - Syntax - Punctuation - Openings and endings 		
Summer Term 1	Tragedy: Macbeth	<p>METAPHOR:</p> <ul style="list-style-type: none"> - Literary Tropes - Symbolism - Moif - Linguistic and Literary <p>STORY:</p> <ul style="list-style-type: none"> - Plot - Theme - Genre 	<ul style="list-style-type: none"> ● Reading and Understanding ● Word level analysis ● Sentence level analysis ● Structural analysis ● Pattern analysis ● Evaluation of genre ● Interpretation of theme ● Interpretation of character 	<ol style="list-style-type: none"> 1. Paper 1, Q4 – Evaluation 2. Extract to whole – Lady Macbeth 3. Speaking and Listening

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		<ul style="list-style-type: none"> - Characterisation - Voice / Speech / Thought - Flaw - Tragedy <p>ARGUMENT:</p> <ul style="list-style-type: none"> - Evidence - Structuring arguments <p>PATTERN:</p> <ul style="list-style-type: none"> - Form - Drama - Scenes - Binding time <p>CONTEXT:</p> <ul style="list-style-type: none"> - Historical - Social - Theory - Embedding into essays - Biblical allusions 	<ul style="list-style-type: none"> ● Application of context ● Interpretation of voice and perspective ● Writing about links and patterns ● Spoken Language ● Forming an argument 	
<p>Summer Term 2</p>	<p>Dystopian Worlds</p> <p>A collection of texts from across the Dystopian genre.</p>	<p>METAPHOR:</p> <ul style="list-style-type: none"> - figurative language - Simile and Personification <p>STORY:</p> <ul style="list-style-type: none"> - Genre - Perspective - Characterisation - Voice / Speech / Thought <p>ARGUMENT:</p> <ul style="list-style-type: none"> - Evidence 	<ul style="list-style-type: none"> ● Use figurative language ● Use accurate punctuation ● Apply varied sentence forms ● Plan linked ideas and paragraphs ● Write for specific audiences ● Write for specific purposes 	<p>4. Writing to describe</p> <p>5. Writing to describe</p> <p>6. Speaking and Listening</p>

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		<p>PATTERN:</p> <ul style="list-style-type: none"> - Paragraph structure - Form - Motif and Theme <p>CONTEXT:</p> <ul style="list-style-type: none"> - Literary - Dystopian conventions 		