

<p>English: Y9</p>	<p>Unit 1: <i>Lord of the Flies</i> AP1</p> <p>Autumn Term (7 weeks + 6 Weeks)</p>	<p>Unit 2: Mystery and Supernatural</p> <p>Spring 1 (7 Weeks)</p>	<p>Unit 3: Think Global, Think Local AP2</p> <p>Spring 2 (6 weeks)</p>	<p>Unit 5: Speaking and Listening 'Powerful Speeches'</p> <p>Summer 1 (5 weeks)</p>	<p>Unit 4: <i>Heroes</i> AP3</p> <p>Summer 2 (7 weeks)</p>
<p>Key knowledge</p>	<p>Students will examine the novel focussing on the big ideas of civilisation, humanity, morality, and friendship.</p> <p>They will use contextual knowledge to further their analysis of the text and will be able to analyse language and pick out key devices used.</p>	<p>Students will explore a range of short-stories and extracts with the theme of the supernatural and mystery. They will be guided through the conventions of the genres and think carefully about mood, form, and tone.</p> <p>They will study:</p> <ul style="list-style-type: none"> • Lamb to the Slaughter • The Woman in Black • The Signalman • Frankenstein • Among others. 	<p>Non-fiction texts exploring the concept: Think Global, Think Local. Students consider a wide range of contemporary issues such as homelessness, the environment, and student mental health.</p> <p>They will analyse a variety of texts from:</p> <ul style="list-style-type: none"> • Advertising campaigns • Leaflets • Autobiography • Persuasive texts • Informative texts • Letters 	<p>Students will be guided through the study of a variety of speeches with a mind to completing their own speech as part of the Speaking and Listening component of the English Language GCSE.</p> <p>They will be exposed to speeches from a variety of individuals including:</p> <ul style="list-style-type: none"> • Winston Churchill • Emma Watson • Michelle Obama <p>They will then work on planning their own speech which will then be completed during lesson time.</p>	<p>We will guide students through the study of Robert Cormier's <i>Heroes</i>, focussing on the central question: What is a hero? Students will use their understanding of the cultural context as gathered in prior years through the study of conflict in poetry to make inferences about character motivations and actions.</p>
<p>KS4 Curriculum Links</p>	<p>An Inspector Calls (Y10/Y11)</p>	<p>Jekyll and Hyde (Y10/Y11)</p> <p>English Language Paper 1 (Y11)</p>	<p>Language Paper 2 – Extracts (Y11)</p>	<p>English Language GCSE Component</p>	<p>Macbeth (Y10) (Y11)</p>

<p>Skills</p>	<ul style="list-style-type: none"> • Investigate how writers use language, form, and structure to present their ideas • Communicate their understanding of how writers use language through class discussions and sharing ideas. • Evaluate the effectiveness of writers' choices surrounding language, structure, and form. 	<ul style="list-style-type: none"> • Students will understand form, audience, and purpose. • Understand how mood is created in text. • Analysis of a range of language techniques. • Communicate their understanding of how writers use language through class discussions, sharing ideas clearly. 	<ul style="list-style-type: none"> • Students will evaluate the success of writer's methods, • Compare attitudes and perspectives • Investigate the writer's craft. <p>Students should also get some practice with presenting in preparation for S&L exams later on in the year.</p>	<ul style="list-style-type: none"> • Presentation • Persuasive techniques • Confidence • Articulation of ambitious language and ideas. 	<ul style="list-style-type: none"> • Evaluate writer's use of methods • Analyse language • Understand various cultural contexts • Develop their understanding of the novel form. • Making thematic links across texts.
<p>Challenge</p>	<p>Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding.</p>	<p>Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding.</p>	<p>Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding.</p>	<p>Students will be challenged through the use of questioning and teachers urging students to use 'distinction' level performance skills.</p>	<p>Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding.</p>

<p>Assessment</p>	<p>Literature Question: Presentation of Piggy's/Simon's death in Lord of the Flies. AP1 (34 Marks)</p> <p>Teachers to record results on KS3 assessment sheet for AP1 data drop.</p>	<p>Language Paper 1 – Section B Writing their own 'Supernatural' story.</p>	<p>Language Assessment: Paper 2 Section B – Writing their own article AP2 (40 marks)</p> <p>Teachers to record results on KS3 assessment sheet for AP2 data drop.</p>	<p>Language: S&L Assessment to be filmed and uploaded to Google Drive ready for sample to be sent to AQA.</p>	<p>English Literature – Paper 2 Section A - TBD.</p> <p>AP3 (34 mark)</p> <p>Teachers to record results on KS3 assessment sheet for AP1 data drop.</p>
<p>Homework</p>	<ol style="list-style-type: none"> 1. Research a real life survival story from around the world - write down three facts to present to the group. 2. Watch Bear Grylls Born Survivor episode and make notes on his survival techniques and strategies. 3. Watch synopsis of Lord of the Flies and make notes of your favourite scene and three key quotes. 	<ol style="list-style-type: none"> 1. Use Google to find a 'real life' ghost story and bring it in to read to the group. 2. Research three uncommon fears and phobias and record them in your books. 3. Create a vocabulary bank of words associated with the Gothic. 	<ol style="list-style-type: none"> 1. research local issues in Weymouth and be ready to discuss in lessons. 2. Research a national issue to explore in lessons (S&L topics?) 3. Think about problems facing a different country and put together a presentation outlining the problem and solutions. 	<ol style="list-style-type: none"> 1. Prepare presentation and supporting notes. 	<ol style="list-style-type: none"> 1. Who is your hero and why? Write a paragraph in your books. 2. Write a letter to your role model explaining how they have positively impacted your life and what you have learned from them. 3. Prepare a viewpoint for a debate on the statement 'should your current actions override the success of your past'.

