

Themes:	Prior Link - Modern Magic: Science and Ethics	Presenting Local and Global Issues	Prejudice and Problems	Careers Link: Personal Statement	Being a Hero
English: Year 9	Unit 1: Conflict and Dystopian Creative writing. Autumn 1 (7 weeks)	Unit 2: Powerful Speeches and Local/Global Issues Autumn 2 (6 weeks)	Unit 3: <i>The Merchant of Venice</i> Spring 1+2 (7 weeks + 6 weeks)	Unit 4: Writing to Persuade: Personal Statements Summer 1 (2 weeks)	Unit 4: <i>Heroes:</i> Novel and poetry Summer 2 (11 weeks)
Key knowledge	<p>Students will be reading and analysing a variety of extracts from the dystopia and science fiction genre. They will also be rehearsing their creative writing skills and will be refining their understanding of grammar and punctuation.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • Effective creative writing techniques • How to apply ambitious vocabulary to their writing. • How to successfully use a wide variety of punctuation. 	<p>Students will examine non-fiction texts exploring the concept: Think Global, Think Local. Students will consider a wide range of contemporary issues such as homelessness, the environment, and student mental health.</p> <p>They will be rehearsing the skills needed to deliver an effective speech and will be practising this in their classes.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • The key features of a speech. • How to analyse persuasive 	<p>Students will study their second Shakespeare play. They will be reading, decoding, and analysing Shakespeare’s language while thinking carefully about how this play links to the overall theme of ‘morality and ethics’.</p> <p>They will use their study of current issues and compare those to the issues Shakespeare presents in the play.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • How the context of the play informs the content. 	<p>Students will be working with their teachers in order to craft a personal statement. They will be learning what to include in one and the techniques used to write persuasively.</p> <p>External visitors will be coming into lessons to support students in the writing of these statements.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • How to apply AFOREST techniques to their writing. • How to write persuasively. 	<p>We will guide students through the study of Robert Cormier’s <i>Heroes</i>, focusing on the central question: What is a hero?</p> <p>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>They will then look at a range of poetry with the central theme of heroism and trauma.</p> <p>They will need to know:</p> <ul style="list-style-type: none"> • How the writer creates an effect in the text.

	<ul style="list-style-type: none"> The purpose of dystopian fiction. <p>Key vocabulary:</p> <p>Futuristic Utopia Dystopia Engaging Totalitarian Subversive</p>	<p>writing techniques.</p> <ul style="list-style-type: none"> The impact of performance on a speech. <p>Key vocabulary:</p> <p>Traumatic Emotive Detrimental Contemporary Divisive Inspiring</p>	<ul style="list-style-type: none"> How each character is connected. How to analyse key Shakespearean quotes. What Shakespeare's message is behind the play. <p>Key vocabulary:</p> <p>Prejudice Morality Anti Semitism Malicious Heinous Racism</p>	<ul style="list-style-type: none"> The features of a personal statement <p>Key vocabulary:</p> <p>Conscientious Punctual Persuasion Formal Dedicated</p>	<ul style="list-style-type: none"> How to make inferences about each character and their motivations. To analyse key quotations and aspects of the text. The author's message behind the text. Poetic techniques and analysis. <p>Key vocabulary:</p> <p>Empathy Heroism Devastating Relinquish Mortality Perception Ignorance Naivety</p>
KS4 Curriculum Links	Language paper 1 (Y11)	Speaking and Listening assessment. Language Paper 2 (Y11)	Macbeth (Y10) (Y11)	Careers Link + English Language Paper 2 (Section B) (Y11)	Macbeth (Y10) (Y11)
Recommended reads	Year 9	Year 9	Year 9	Year 9	Year 9

Skills	<ul style="list-style-type: none"> • Understanding of narrative structure. • Creation of character and setting. • Analysing fiction. • Utilising structural and language techniques. 	<ul style="list-style-type: none"> • Analysing non-fiction texts. • Writing creatively. 	<ul style="list-style-type: none"> • Decoding Shakespearean English. • Analysis of language. • Understanding historical contexts. 	<ul style="list-style-type: none"> • Writing non-fiction. • Writing to persuade. • Clarity of communication 	<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.
Challenge	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	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	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	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	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
Homework	Seneca Literacy Tasks	Seneca Literacy Tasks	Seneca Literacy Tasks	UniFrog - Personal Statements	Seneca Literacy Tasks

<p>Assessment</p>	<p>Spelling and reading tests will be taking place this half term.</p>	<p>S&L presentations will be taking place here.</p> <p>AP1 - LP2 - Speech Writing.</p>	<p>Core knowledge assessment – AP2 + AP3</p> <p>Assessment testing the core skills /20</p> <p>Staff use progress grids to stick in books and record scores on the relevant data sheet– links to developing, secure, advanced and exceptional.</p>	<p>-----></p>	<p>EoY knowledge assessment.</p> <p>Assessment testing the core skills /20</p> <p>Staff use progress grids to stick in books and record scores on the relevant data sheet– links to developing, secure, advanced and exceptional.</p>
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