



The High School
Leckhampton

Year 9 ENGLISH

Topic Titles

- Novel – The Bone Sparrow
- Non-fiction Reading and Writing – 19th century Crime and Punishment
- Poetry – Power and Conflict
- Shakespeare – Romeo and Juliet
- Creative Writing – Dystopia

Intent

The intent for our Year 9 English curriculum is for it to be rigorous, exciting and balanced, with the National Curriculum at its core. Our curriculum is transformational, equipping our pupils, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions. Furthermore, the aim for our English curriculum is to ensure that pupils are equipped with the necessary literacy skills so that they can excel in the wider world - in any career that they desire - and that foundation is developed and assured in Year 9. The key aims and intent for our Year 9 English curriculum is:

- To continue to embed and ensure development of pupils' core understanding and knowledge of the skills required to succeed at KS3 and beyond.
- To continue to expose students to a range and wealth of texts from different contexts; aiming to expand their knowledge and understanding of genres, time periods and cultures and prepare them for the academic rigours of the KS4 curriculum.
- To continue to promote and encourage wider reading of increasingly challenging texts and to continue to promote reading for pleasure outside of the English classroom.

Links with other subjects

Literacy is the cornerstone of all subjects, so the work that we do in English is integral. Our fortnightly grammar lessons in Year 9 will focus on the skills and revision of grammar in order to practise and develop these imperative skills that students can use throughout their curriculum.

Furthermore, there are many links between: English and History, including exploring the connections between texts and their different contexts.

English and RE, including exploring the connections between texts and different religious contexts.

English and Drama, including studying plays, exploring context and speaking publicly.

English and MFL, including grammar, sentence organisation and the etymology of words.

English and Personal Development, including exploring empathy.

How will knowledge and skills be taught?

Pupils will be solidifying and perfecting skills on which to develop and progress throughout KS3 and prepare for KS4. The skills the pupils will be taught are:

- Planning and writing creatively, including organising ideas through paragraphing and punctuation.
- Planning and writing for varied purposes, including to inform, persuade and argue, including organising ideas through paragraphing and punctuation.
- Reading a range of non-fiction and fiction texts, from different contexts and time periods in order to retrieve information and infer knowledge.
- Reading a range of text types, including poetry and plays, from different contexts and time periods.
- Selecting appropriate quotations to analyse language, structure and form, using appropriate technical devices.

How can parents help?

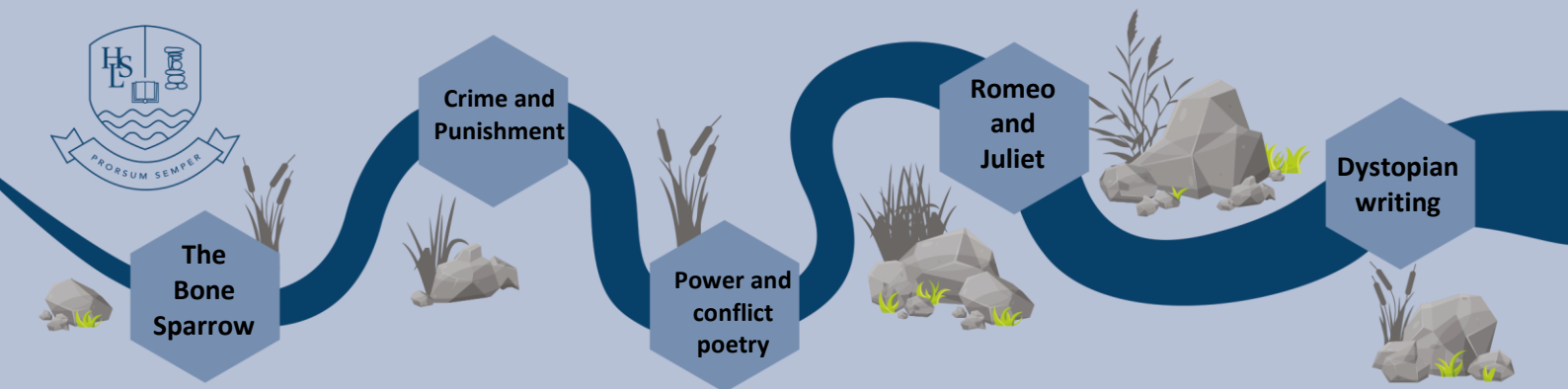
The single most important practice that parents can help their children with at home is to promote reading regularly. Evidence demonstrates a strong correlation between students who regularly read and those achieving levels 7, 8 and 9s in their GCSE exams. Not only does reading boost grades and levels achieved, but it also improves vocabulary, written expression and develops a sensitive understanding and appreciation of contexts different to pupil's own. As well as encouraging reading, parents can help to encourage and promote the use of tier 2 vocabulary at home, so that it becomes part of everyday dialogue.

Furthermore, parents can help support pupils with their English homework that they'll receive once a week, ensuring that it is done to the very best of their ability and that maximum effort has been put into every single piece.

Finally, if parents wish to offer even more support, then we recommend utilising BBC Bitesize and Seneca Learning as interactive learning tools to work alongside our current topics. Please do research, discuss and debate with your children about their current topics in order to develop and progress their understanding.

Recommended Reading and Preparation for Learning

- 'The Boy at the Back of the Class' by Onjali Q. Rauf
- 'Refugee Boy' by Benjamin Zephaniah
- 'Welcome to Nowhere' by Elizabeth Laird
- 'When Hitler Stole Pink Rabbit' by Judith Kerr
- 'The Hound of the Baskervilles' by Sir Arthur Conan Doyle
- 'Jane Eyre' by Charlotte Brontë
- 'Oliver Twist' by Charles Dickens
- '1984' by George Orwell
- 'The Hunger Games' by Suzanne Collins
- 'Noughts and Crosses' by Malorie Blackman



Subject: English		Year Group: 9	Term: 1
Module/Theme: The Bone Sparrow			
Topic Outline & Aims (Intent) To give pupils the opportunity to read a novel as a class and to encourage enjoyment and genuine passion for reading on a regular basis. To give pupils the opportunity to explore a context and setting that is different to their own in Gloucestershire. To give pupils the opportunity to discuss and debate mature topics in a safe, supportive environment.			
Key Skills and Knowledge taught through this topic: (Intent) Have studied at least two novels with significant literary recognition – looking at characters, themes, language and contextual factors. Have read texts from different countries, cultures and historical contexts. Have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon the reader. Have the knowledge needed to use quotations and explore their implications. Have the knowledge needed to be able to produce analytical paragraphs. Have the knowledge needed to be able to comment on the structural decisions and the formal choices made by writers. Have the knowledge needed to be able to comment on how the context of a text links to its attitudes and contents (in this case, within which the text is set).			
Prior Learning: (Context) KS2: Reading a novel as a class. Reading comprehension. Basic understanding of different contexts.		Future Learning: (Context) KS3: Develops language analysis practised and developed in Year 7 and Year 8. Novel with adult audience and clear connection to adult social and political ideas. Develops understanding of different contexts to their own after Ghost Boys in Year 7. Introduces extract-style analysis developed within KS3 and beyond. KS4: Multiple novels and texts will be read for GCSE. Skills required for English Literature papers 1 and 2. Contextual knowledge of Power and Conflict poetry taught and embedded.	
		National Curriculum Links: (Context) Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Appreciate our rich and varied literary heritage. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.	
RRSA Links: 2. No discrimination 7. Name and nationality 9. Keeping families together 19. Protection from violence 22. Refugee children 27. Food, clothing, a safe home 30. Minority culture, language and religion 37. Children in detention		Assessment of Learning: (Impact) Reading: assessed by an essay focusing upon language analysis, structural choices and their impact, form choices and their impact, contextual elements in the context of the text. Test followed by marking, targets and development piece of 30 minutes.	



**The
Bone
Sparrow**

**Crime and
Punishment**

**Power and
conflict
poetry**

**Romeo
and
Juliet**

**Dystopian
writing**

British Values Links:

1. Individual liberty

Mutual respect and tolerance of different faiths and beliefs

Eco Schools Links:

Importance of activism to seek change.

Reading / Enrichment:

The Boy at the Back of the
Class by Onjali Q. Rauf
Refugee Boy by Benjamin
Zephaniah
Welcome to Nowhere by
Elizabeth Laird
When Hitler Stole Pink Rabbit
by Judith Kerr

Key Vocabulary: (Literacy)

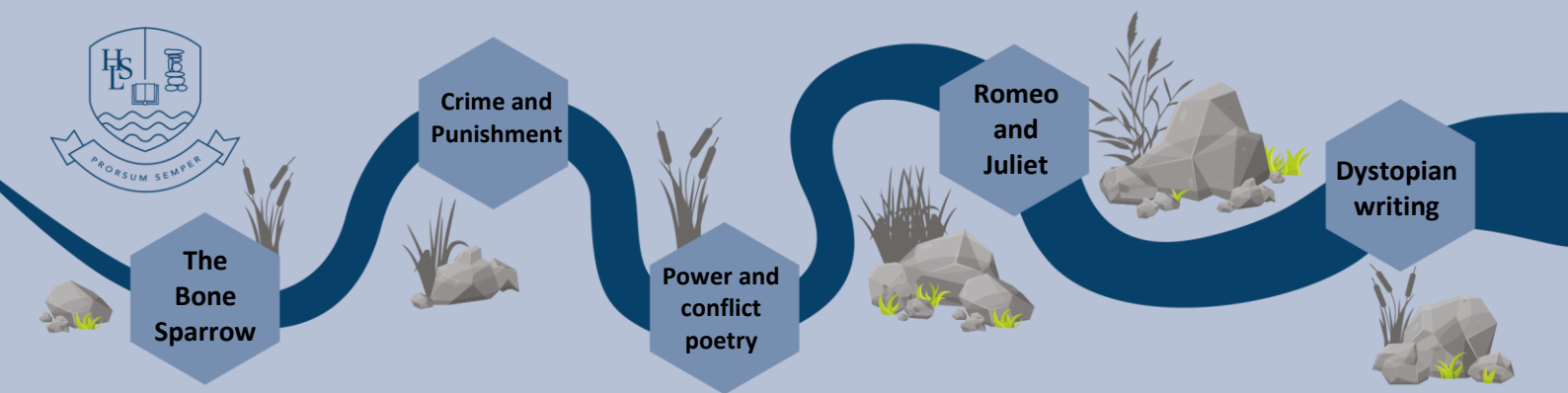
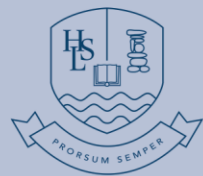
Refugee
Detention centre
Immigration
Freedom
Persecution
Authority
Oppression
Agency
Independence

Numeracy Opportunities:

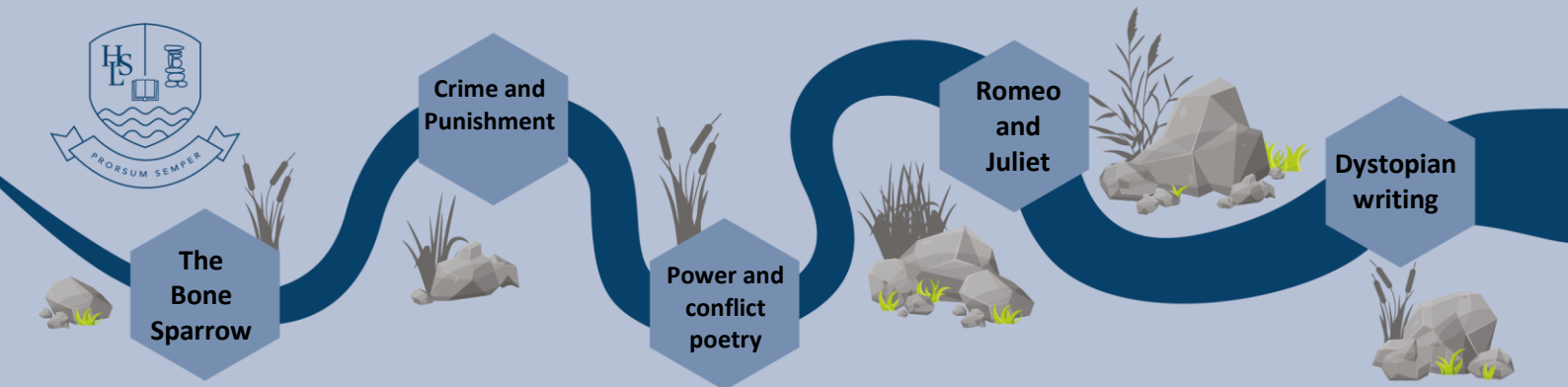
Tension graphs
Characterisation graphs

Career Links:

Author
Teacher
Activist
Journalist



Subject: English	Year Group: 9	Term: 2
Module/Theme: Crime and Punishment		
Topic Outline & Aims (Intent) To extend and develop pupils’ exposure to a range of non-fiction 19 th century texts. To encourage pupils to discuss and debate opinions and ideas. To practise reading skills including comprehension and language analysis. To practice writing skills including purpose and audience. To develop the skill of comparing texts and considering different purposes		
Key Skills and Knowledge taught through this topic: (Intent) So, when analysing reading, pupils will: <ul style="list-style-type: none">• have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon a reader• have the knowledge to select useful quotations and explore their implications• have the knowledge to produce analytical paragraphs• the knowledge to identifying themes and attitudes in texts and identify how they are presented• have the knowledge to compare texts in terms of content, style and context• have experienced a range of genres• have the knowledge to recognise the structural decisions and the formal choices made by writers (in a range of genres) and explain their effects So, when writing, pupils will: <ul style="list-style-type: none">• have the knowledge to recognise the link between reading and writing• have the knowledge to utilise the full process of writing (eg planning, improving, experimenting)• have the knowledge to know the difference between formality/Standard English and everyday colloquialisms use writing to explore experiences beyond their immediate world• select word choices effectively and avoid first choice words• be able to spell common words accurately as well as experiment with more sophisticated words• have the knowledge to make structural/paragraphing choices for clarity and for effect• have the knowledge to attempt a full range of punctuation and syntactical choices for clarity and for effect• have the knowledge to employ imagery and rhetorical devices creatively• be able to appreciate the importance and positive empowerment of writing beyond the English classroom.		
Prior Learning: (Context) KS2: Builds upon SPAG technical aspects from KS2. Builds upon Reading and Writing skills practised during KS2 SATS. KS3: In Year 7 and 8, pupils were taught and practised skills in reading and analysing a range of non-fiction texts. In Year 7 and 8, pupils were taught and practised skills in writing and analysing a range of non-fiction texts.	Future Learning: (Context) KS4: English Language paper 2 – key skills required for all questions. English Literature paper 1 – 19 th century novel.	National Curriculum Links: (Context) Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



RRSA Links: 12. Respect for children’s views 13. Sharing thoughts freely 17. Access to information		Assessment of Learning: (Impact) <ul style="list-style-type: none">- Reading: assessed by a comparative essay (1-hour total) focusing upon summary, language and perspective analysis. Assessment followed by marking and 30-minute ‘Improve It’ opportunity.- Writing: assessed by 1-hour timed article – planned in advance and fortified by vocabulary and punctuation work. Assessment followed by marking and 30-minute ‘Improve It’ opportunity.	
British Values Links: <ul style="list-style-type: none">1. How democracy works in the classroom and in the wider community.2. Mutual respect and tolerance of those with difference faiths and beliefs.			
Eco Schools Links: Importance of activism to seek change.			
Reading / Enrichment: ‘What is a debate?’ ‘ BBC Bitesize website ‘Writing to persuade’ BBC Bitesize website	Key Vocabulary: (Literacy) Non-fiction Describing Informing Persuading Persuasive techniques 19 th century Perspective Inference	Numeracy Opportunities: Use of statistics to persuade and encourage.	Career Links: Journalist Activist Charity worker Politician



The Bone Sparrow

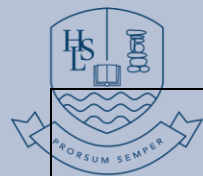
19th century Crime and Punishment

Words that Burn poetry

Romeo and Juliet

Dystopian writing

Subject: English	Year Group: 9	Term: 3
Module/Theme: Words that Burn Poetry		
<p>Topic Outline & Aims (Intent) To extend and develop pupils' exposure to a range of diverse voices and experiences. To encourage pupils to discuss and debate opinions and ideas. To practise reading skills including comprehension and language analysis. To practice writing skills including purpose and audience. To develop the skill of comparing texts and considering different purposes</p>		
<p>Key Skills and Knowledge taught through this topic: (Intent)</p> <p>So, when analysing reading, students will:</p> <ul style="list-style-type: none"> - have studied a range of poets with significant literary reputations – explicitly taught knowledge of characters, themes, language, form, structure and contextual factors. - have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon a reader - have the knowledge to select useful quotations and explore their implications - have the knowledge to produce analytical paragraphs - have the knowledge to identify themes and attitudes in texts and identify how they are presented - have the knowledge to compare texts in terms of content, style and context - have experienced a range of genres - have the knowledge to recognise the structural decisions and the formal choices made by writers (in a range of genres) and explain their effects - have the knowledge to articulate how the context of a text shapes its attitudes and contents. - Have the ability to compare poems. 		
<p>Previous learning: In Year 7, pupils were exposed to a range of poetry from different cultures and started considered poet's intentions and contexts.</p> <p>In Year 8, pupils compared two poems from the same time period (WWI) to engage with the same context but different perspectives.</p>	<p>Future learning: At GCSE, pupils will need to employ the analytical skills practised in this topic when studying the 'Worlds and Lives' poetry cluster, considering a diverse range of contexts and voices.</p>	<p>National Curriculum Links: (Context) Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Appreciate our rich and varied literary heritage. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</p>



Crime and Punishment

RRSA Links:

- 12. Respect for children's views
- 13. Sharing thoughts freely
- 17. Access to information

British Values Links:

1. How democracy works in the classroom and in the wider community.
2. Mutual respect and tolerance of those with difference faiths and beliefs.

Eco Schools Links:

Importance of activism to seek change and understanding of those who do not have that right.

Reading / Enrichment:

Words That Burn poet directory, including:

- Adrian Mitchell
- Bethany Rose
- Dylan Thomas
- Grace Nichols
- Langston Hughes
- Pat Parker
- Sarah Crosson

Key Vocabulary: (Literacy)

Poetry
Stanza
Form
Poet
Speaker/narrator
Poetic device
Rhythm
Rhyme scheme

Romeo and Juliet

Dystopian writing

Assessment of Learning: (Impact)

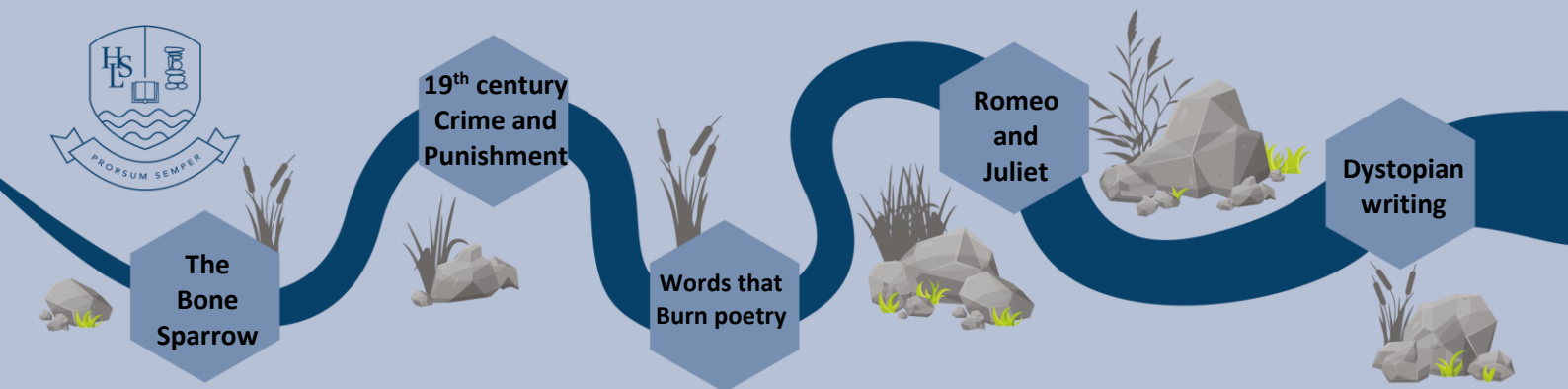
- Reading: assessed by a comparative essay (1-hour total) focusing poets' intentions. Assessment followed by marking and 30-minute 'Improve It' opportunity.
- Writing: assessed by 1-hour timed article – planned in advance and fortified by vocabulary and punctuation work. Assessment followed by marking and 30-minute 'Improve It' opportunity.

Numeracy Opportunities:

Statistics of those who have been persecuted.

Career Links:

Journalist
Activist
Charity worker
Politician
Novelist
Poet



Subject: English		Year Group: 9	Term: 5
Module/Theme: Romeo and Juliet			
Topic Outline & Aims (Intent) To extend and develop pupils' exposure to a range of plays from Shakespeare. To encourage pupils to discuss and debate opinions and ideas. To practise reading skills including comprehension and language analysis. To develop considering writers' intentions and contextual links. To develop the skill of analysing the play form.			
Key Skills and Knowledge taught through this topic: (Intent) So, when analysing reading, students will: <ul style="list-style-type: none"> - have studied at least three Shakespeare plays - looking at characters, themes, language, form, structure and contextual factors (reference reading stages for specific knowledge) - have read texts from different countries, cultures and historical contexts - have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon a reader - have the knowledge to select useful quotations and explore their implications - have the knowledge to produce analytical paragraphs - have the knowledge to identify themes and attitudes in texts and identify how they are represented - have the knowledge to compare texts in terms of content, style and context - have experienced a range of genres - have the knowledge to recognise the structural decisions and the formal choices made by writers (in a range of genres) and explain their effects - have the knowledge to articulate how the context of a text shapes its attitudes and contents 			
Prior Learning: (Context) KS3: In Year 7, pupils were introduced to the Shakespearean period and looked at a range of Shakespeare plays. In Year 7, pupils studied The Tempest as a whole play.		Future Learning: (Context) KS4: At GCSE, pupils will be studying Macbeth as their Shakespearean text. The context of Patriarchal Elizabethan society will be especially important for this topic.	
		National Curriculum Links: (Context) Develop an appreciation and love of reading, and read increasingly challenging material independently through: <p>Reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. These will be from:</p> <ul style="list-style-type: none"> • English Literature – pre-1914 and contemporary. • Shakespeare (two plays) • seminal world literature 	



**Crime and
Punishment**

**Romeo
and
Juliet**

**Dystopian
writing**

RRSA Links:

- 12.** Respect for children's views
- 13.** Sharing thoughts freely
- 17.** Access to information

British Values Links:

1. How democracy works in the classroom and in the wider community.
2. Mutual respect and tolerance of those with difference faiths and beliefs.

Eco Schools Links:

How nature is used as a theme in the play and the importance of nature as a symbol.

Assessment of Learning: (Impact)

- Reading: assessed by a comparative essay (1-hour total) focusing upon an extract and then linking out to the rest of the play. Assessment followed by marking and 30-minute 'Improve It' opportunity.
- Writing: assessed by 1-hour timed article – planned in advance and fortified by vocabulary and punctuation work. Assessment followed by marking and 30-minute 'Improve It' opportunity.

Reading / Enrichment:

Other Shakespearean tragedies, for example:

- Hamlet
- King Lear
- Othello

Opportunities for enrichment through the RSC website as well as Shakespeare's The Globe.

Key Vocabulary: (Literacy)

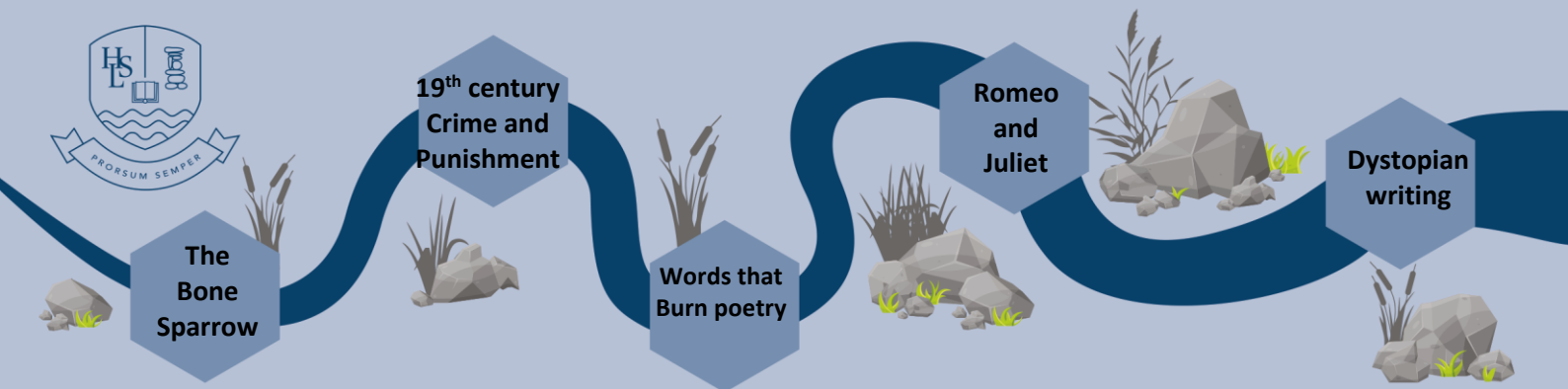
Play
Shakespearean period
Tragedy
Prologue
Patriarchy
Fate
Fortune
Malcontent
Adversary
Predicament

Numeracy Opportunities:

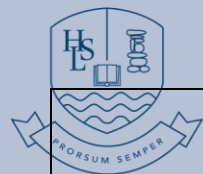
Looking at key dates from the 16th and 17th century in relation to our lives in the 21st century.

Career Links:

Journalist
Activist
Charity worker
Politician
Novelist
Poet



Subject: English	Year Group: 9	Term: 6
Module/Theme: Dystopian writing		
Topic Outline & Aims (Intent) To extend and develop pupils' exposure to a range of genres. To encourage pupils to discuss and debate opinions and ideas. To practise writing skills. To develop considering writers' intentions and contextual links.		
Key Skills and Knowledge taught through this topic: (Intent) So, when reading, students will: <ul style="list-style-type: none"> • Have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon the reader • Have the knowledge to compare texts in terms of content, style and context • Have experienced a range of genres • Be able to comment on the structural decisions and the form choices made by writers So, when writing, students will: <ul style="list-style-type: none"> • Have the knowledge needed to recognise the link between reading and writing • Have the knowledge to know the difference between Standard English and everyday colloquialisms • Have the knowledge needed to utilise the full process of writing (e.g., planning, improving, experimenting) • Use writing to explore experiences beyond their immediate world • Select word choices effectively and avoid first choice words when needed • Be able to spell common words accurately as well as experiment with more sophisticated words • Have the knowledge needed to be able to paragraph for clarity • Have the knowledge needed to attempt a wide range of punctuation and syntactical choices for clarity and effect • Have the knowledge needed to experiment with imagery and rhetorical devices creatively • Be able to appreciate the importance and positive empowerment of writing beyond the English classroom 		
Prior Learning: (Context) KS3: Develops focus upon narrative voice from Year 8 Outsiders Creative Writing. Focus continues to shift more to structural decisions rather than plot and genre of Year 7.	Future Learning: (Context) KS4: English Language paper 2 section B – key skills required for all questions. English Literature paper 1 section A – reading extracts from a range of time periods and genres.	National Curriculum Links: (Context) Develop an appreciation and love of reading, and read increasingly challenging material independently through: Reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. These will be from: <ul style="list-style-type: none"> • English Literature – pre-1914 and contemporary. • Shakespeare (two plays) • seminal world literature Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Write clearly, accurately and coherently, adapting their language and



Crime and Punishment

Romeo and Juliet

Dystopian writing

style in and for a range of contexts, purposes and audiences.

RRSA Links:

- 12. Respect for children's views
- 13. Sharing thoughts freely
- 17. Access to information

Assessment of Learning: (Impact)

- Writing: assessed by 1-hour timed piece of creative writing – planned in advance and fortified by vocabulary and punctuation work. Assessment followed by marking and 30-minute 'Improve It' opportunity.

British Values Links:

1. How democracy works in the classroom and in the wider community – discussion of rights.
2. Mutual respect and tolerance of those with difference faiths and beliefs.

Eco Schools Links:

How the natural world can be used in a negative way.

Reading / Enrichment:

- The Handmaid's Tale by Margaret Atwood
- 1984 by George Orwell
- Fahrenheit 451 by Ray Bradbury

Key Vocabulary: (Literacy)

Dystopia
Utopia
Utilitarian
Injustice
Authoritarian
Equality
Inequality
Democracy
Dictatorship
Repression
Surveillance
Paranoia
Censorship

Numeracy Opportunities:

Looking at key dates in history and tracking relevance to our society in the 21st century.

Career Links:

Journalist
Activist
Charity worker
Politician
Novelist
Poet