

What are the aims and intentions of this curriculum?

The aim of our Year 9 Curriculum is to encourage our students to begin the journey to becoming confident readers and writers of fiction and non-fiction and start to become functionally, critically, and culturally literate young adults

- Read a selection of short stories applying those skills, and practise for English Language Paper 1
- Develop critical comprehension skills
- Learn basic linguistic and narrative techniques
- Short story writing / construct their own successful narrative
- Explore The Tempest in terms of key themes, plot and characters
- Develop a basic toolkit of terms for fiction and non-fiction analysis
- Learn to analyse and compare non-fiction texts
- Present your own points of view in writing
- Develop a basic toolkit of terms
- Learn to analyse short passages from stories / unseen poems in terms of language and structure
- Work on the poetry cluster of choice (Power & Conflict)
- Link the craft of writers studied to develop own descriptive techniques and write to describe

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Shakespeare KS3: Shakespeare's Tempest	Themes: <ul style="list-style-type: none"> • Jealousy: Often referred to as the "green-eyed monster," jealousy is central to the play, particularly through Othello's jealousy over Desdemona, manipulated by Iago's deceit, leading to tragic consequences. • Betrayal and Deception: The play revolves around Iago's betrayal and deceit. Iago manipulates Othello and others, using lies and half-truths to create chaos and destroy relationships. • Race and Discrimination: Othello, a Moor, faces racial prejudice from other characters. His outsider status and the racism he 	English Literature: Reading comprehension and reading critically <ul style="list-style-type: none"> • literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterization, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the 	Summative: In-class test

endures contribute to his feelings of insecurity and ultimately his tragic downfall.

- **Reputation and Honour:** Many characters are deeply concerned with their social standing and honour. Othello's reputation as a noble and honourable man is critical to him, and the fear of losing it drives his actions.
- **Gender and Power:** The play explores the roles and expectations of women, examining how they are controlled by men and society. Desdemona, Emilia, and Bianca all navigate issues of power, loyalty, and independence in a male-dominated world.

Key Terms:

- Jealousy – Often referred to as the "green-eyed monster," it drives much of the plot and motivates characters like Othello and Iago.
- The Moor – Refers to Othello, indicating his African heritage and how he is viewed as an outsider by Venetian society.
- Honest Iago – Ironic term used to describe Iago, whose deceit and manipulation drive the tragedy.
- Handkerchief – A pivotal symbol in the play, representing Othello's love for Desdemona and becoming a tool in Iago's plot.
- Appearance vs. Reality – A major theme, highlighting the contrast between how things seem and what they truly are, especially in Iago's manipulation.
- Tragic Flaw – Refers to Othello's vulnerability to jealousy and manipulation, which leads to his downfall.
- Race and Otherness – Explores Othello's status as a Black man in a predominantly white society, leading to prejudice and discrimination.

text; recognizing the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text

- evaluation of a writer's choice of vocabulary, grammatical and structural features: analyzing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation

- Accurate Standard English: accurate spelling, punctuation and grammar.

		<ul style="list-style-type: none"> Manipulation – Iago’s ability to control and influence other characters, showcasing his skill in deception. 		
Autumn 2	Y9 AQA Language Paper 1: Explorations in Creative Reading and Writing Section B: Creative Writing	English Language: <ul style="list-style-type: none"> Narrative/ Descriptive Writing. Plot Development Types of Description: <ul style="list-style-type: none"> Settings Language and Structural devices Physical Personality Character Relationships Actions and Thoughts Skill of Character development. (Types of character arches) Characterization Parts of a story: <ul style="list-style-type: none"> Dialogue/ Speech. Atmosphere and Mood Settings/ Timing and Pace Character Relationships 	<ul style="list-style-type: none"> Reading comprehension skills: Understanding and interpreting written texts Identifying key ideas, themes, and arguments Extracting and analyzing information from the text Making inferences and drawing conclusions Analysis and evaluation skills: Identifying and analyzing the writer's purpose and audience Examining the use of language techniques and stylistic features Evaluating the effectiveness of language choices and their impact on the reader Recognizing and analyzing different viewpoints or perspectives 	Summative: Trial paper
Spring 1	Literature: Poetry: Power and Conflict Anthology and Unseen Poetry.	Literature: Poetry: Anthology and Unseen <ul style="list-style-type: none"> Compare different perspectives / viewpoints Key Devices: Language, Poetic and Structural Analysis and annotation. Historical Context/ Writers Purpose 	<ul style="list-style-type: none"> Understanding of poetic devices and techniques: Students should be able to identify and analyse various poetic devices such as simile, metaphor, personification, alliteration, enjambment, and caesura. They should also understand how these devices contribute to the overall meaning and impact of a poem. Knowledge of poetic forms and structures: Students should be familiar with different forms of poetry, such as sonnets, ballads, and free verse, and understand how the form and structure of a poem can shape its meaning and effect. 	Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

- Ability to analyse themes and ideas: Students should be able to identify and explore the key themes and ideas presented in the poems, such as power, conflict, war, love, and identity. They should analyse how these themes are developed and conveyed through the poet's use of language and imagery.
- Interpretation and inference skills: Students should be able to make reasoned interpretations and inferences based on their analysis of the poems. They should be able to support their interpretations with evidence from the text and explain the significance of their chosen interpretations.
- Historical and social context awareness: Students should have an understanding of the historical and social context in which the poems were written. This includes knowledge of the events and movements that influenced the poets, such as World War I, World War II, and the Civil Rights Movement, and how these contexts shaped the themes and ideas explored in the poems.
- Comparison skills: Students should be able to compare and contrast the poems, both within the Power and Conflict anthology and with other poems they have studied. They should be able to identify similarities and differences in the poets' techniques, themes, and perspectives.
- Evaluation and critical thinking: Students should be able to evaluate the effectiveness of the poems in achieving their intended purpose. They should be able to critically analyse the strengths and weaknesses of the

			<p>poems, considering factors such as the use of language, imagery, and structure.</p> <ul style="list-style-type: none"> • Writing skills: Students should be able to express their ideas clearly and effectively in both analytical and creative writing tasks. They should be able to structure their responses logically, use appropriate language and terminology, and provide evidence to support their arguments. 	
Spring 2	<p>AQA KS3 Language Paper 2: Writers' Viewpoints and Perspectives Section A Reading: Non-fiction texts. Section B: Writing: Write about your own views.</p>	<ul style="list-style-type: none"> • Introduction to Argumentative/ Persuasive Writing. • Persuasive Techniques and Strategies. • Essay writing and organization. • Research skills: Persuasive Evidence 	<p>Language Paper 2: Section A: Reading</p> <ul style="list-style-type: none"> • one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> • writing to present a viewpoint. • comparing texts: contrasting texts studied, referring where relevant to theme, characterization, context (where known), style and literary quality; comparing two texts critically with respect to the above • producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summaries, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasizing key points; using relevant quotation and using detailed textual references <p>Language Paper 2: Section A: Reading</p> <ul style="list-style-type: none"> • one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> • writing to present a viewpoint. 	<p>Summative: Trial Paper</p>
Summer 1	<p>Modern Drama: DNA Dennis Kelly</p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • DNA: Referring to the title of the play, symbolizing the evidence and truth surrounding a crime committed by a group of teenagers. 	<p>Analysis and interpretation: The skill to critically analyze the play, identify key literary devices, and interpret their meaning within the context of the story.</p> <p>Knowledge of dramatic techniques: Understanding the various dramatic techniques used by Dennis Kelly, such as dialogue,</p>	<p>Summative: In-class 30-mark question</p>

- Crime and Cover-up: The central incident of the play, involving the accidental death of a fellow teenager and the subsequent efforts to hide the truth.
- Group Dynamics: The interactions, hierarchies, and power struggles within the group of teenagers, shaping their decisions and actions.
- Morality and Conscience: The internal conflicts experienced by characters as they grapple with their choices and the consequences they face.
- Guilt and Remorse: The psychological burden carried by characters who participated in the crime or the cover-up, exploring the concept of personal accountability.
- Peer Pressure: The influence of one's social group on individual decision-making, examining the desire for acceptance and the fear of rejection.
- Bullying and Victimhood: The themes of bullying, both physical and emotional, and its impact on the victims and the overall dynamics within the group.
- Social Exclusion: The experience of being marginalized or excluded from a group, highlighting the psychological and emotional effects on individuals.
- Authority Figures: The portrayal of authority figures, such as parents, teachers, and the police, and their role in maintaining order and justice.
- Truth and Lies: The exploration of truth, lies, and deception, and the consequences that arise from hiding or distorting the truth.

monologue, stage directions, and dramatic irony.

Understanding of character development: Being able to analyze the development of characters throughout the play, their motivations, relationships, and conflicts.

Familiarity with the play's themes: Identifying and exploring the play's themes, such as identity, responsibility, peer pressure, and the consequences of actions.

Contextual knowledge: Understanding the historical, social, and cultural context in which the play was written and performed, as well as any relevant influences on the playwright.

Ability to analyze language and style: Examining the language and style used by Dennis Kelly, including the use of symbolism, imagery, and rhetorical devices.

Understanding of theatrical conventions: Being aware of the conventions of theater and how they are employed in the play, including staging, lighting, and sound effects.

Comparative analysis: Comparing and contrasting Dennis Kelly's play with other literary works or dramatic texts to highlight similarities, differences, and influences.

Essay writing skills: The ability to structure and write coherent, well-argued essays that analyze the play and support interpretations with evidence from the text.

Summer 2

1. Transition
2. Introduction to English Alliance Challenge

- Common noun
- Proper noun
- Adjective
- Verb
- Adverb
- Simile
- Metaphor
- Hyperbole
- Onomatopoeia

- Composition
 - Creative writing
 - Descriptive writing
 - Spelling, punctuation, and grammar
 - Presentation skills
- Teamwork skills

- English Baseline Assessment

**English Alliance Year 9
Creative Writing Challenge**