

Curriculum Overview

Subject: English

Year Group: 9

The theme of this year is conflict: pupils will continue their work on writer's methods and construction of character with the study of the modern drama "Blood Brothers" by Willy Russell. Focusing on the conflict between and within the characters, pupils will develop knowledge of modern plays and analysis of language and structure. Focus is on developing analytical skills and interpretations of character behaviour (Psychoanalytical/Historical/Feminist) Pupils will write essays that are pitched to extract greater depth of thought. Pupils will then study War Poetry, these poems will clearly link to the Power & Conflict Anthology studied in Year 10. Pupils will be analysing language and structure methods used by writers and understand the context of the poems and writer's intentions. They will be introduced to comparative skills and how to write an essay comparing two poems. Year 9 will conclude with the more challenging text 'Lord of the Flies.'

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Modern Drama – Blood Brothers Context: Thatcherism, poverty, Willy Russell's life and inspirations, forced adoption, Marilyn Monre. Writer's Methods: stagecraft; dramatic irony; character dialogue; structure. Skills: essay writing; selecting rich quotations; inference and interpretation; debating in formal contexts; characterisation.	KNOWLEDGE/SKILLS War (poetry): Context: Wilfred Owen; WW1; Propaganda, Jessie Pope, Rupert Brooke. Writer's Methods: poetic devices such as caesura, enjambement, end stopping, plosives. Skills: analysis of language and structure; comparison of two poems, PETALCPETAL. War (creative writing): Skills: Planning a description of an image, revision of super sentence structures, introduction or five-part descriptive writing plan.	KNOWLEDGE/SKILLS Conflict in Relationships-The Novel: Context: literary and historical backdrop to the novels (eg WW2, Golding's experiences and inspirations for the novel) Writer's Methods: characterisation; symbolism; religious allegory; Skills: interpretation using various lenses (psychoanalysis/feminist/historicist/religious); integrating textual references; embedding contextual links; essay writing to analyse; writing thesis and didactic statements.
KEY ASSESSMENTS 1.1: Key Piece: How does Golding describe the characters in Chapter One? Key Piece: How does the boys' attitude towards The Beast change as the story develops? 1.2 Key piece: What does Golding have to say about Evil in 'The Lord of the Flies'? 1.2: End of Unit Assessment: Unseen closed-book GCSE Literature style exam question on theme or character.	KEY ASSESSMENTS 2.1: Key Piece: How does Pope use methods to persuade men to enlist in 'Who's for the Game?' End of Unit Assessment: 'Compare how differently war is presented in 'The Soldier' and 'Who's for the Game?' 2.2: Key Piece: Description of image End of Unit Assessment: Description of image	KEY ASSESSMENTS 3.1: Key Piece: Presentation of Mrs Johnstone in Act One. Key Piece: How does Russell present the character of Mickey in the play? 3.2: Key Piece: How does Russell present the theme of superstition in the play? End of Unit Assessment: Closed book assessment, mirroring the GCSE exam for An Inspector Calls. Pupils get a choice of two questions.
Extended reading suggestions and external resources: Lord of the Flies; To Kill a Mockingbird; View from the Bridge; Heroes; Lord of the Flies; To Kill a mockingbird; View from the Bridge; Heroes; Extracts from: The Hunger Games; Extracts from: Dulce Et Decorum Est by Owen; letters from Sassoon; Non Fiction articles; Critical theory (Male Gaze Theory, Simone du Beauvoir, Freud's theory of Repression)		