

# Curriculum Overview

Subject: English

Year Group: 9

**CHASE HIGH**

Aspirations, Character & Excellence








The theme of this year is conflict: students will continue their work on writer's methods and construction of character in a more challenging seminal text from the classic literary cannon: 'Lord of the Flies'; 'To Kill a Mockingbird' or 'Heroes'. The focus is on developing analytical skills and interpretations of character behaviour (Psychoanalytical/Historical/Feminist) Students will write essays that are pitched to extract greater depth of thought. Non-fiction skills built in Year 8 are developed with a focus on Dystopia as a genre. Students learn about writer's structural craft in creating dramatic and unsettling narrative writing. Students will use extracts from '1984' by George Orwell; 'Harrison Bergeron' by Kurt Vonnegut; 'The Hunger Games' by Suzanne Collins and 'I am Legend' by Richard Matheson. Conflict will then be explored within a non-fiction unit on war, where students will learn about conflict through the study of 'Dulce et Decorum Est' by Wilfred Owen. Students will learn how to construct a speech on the question of joining the army, focusing on using techniques to engage and persuade. Year 9 will conclude the conflict units with the study of the modern drama "An Inspector Calls" by J.B.Priestley. Focusing on the conflict between and within the characters, students will develop knowledge of modern plays and the post-war era in England. Year 9 students will complete 2 x Bedrock vocabulary sessions per week and will be reading an AR class reader from a selection. All Year 9 students will read "Ghost Boys" by Jewell Parker Rhodes within the theme of the LORIC strand: resilience.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b>  <b>Conflict in Relationships - The Novel:</b> Context: literary and historical backdrop to the novels (eg WW2/Cold War; America and racial segregation in the deep south) 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.</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Dystopia:</b> Context: conventions of dystopian literature; historical backdrop. Writer's Methods: structure for effect; flashback; focus shifts; creative writing; imagery; sentence structure; vocabulary. Skills: creative writing; SPAG; vocabulary.  <b>War:</b> Context: Wilfred Owen; WW1; Modern Army; Iraq war. Writer's Methods: speech writing; structure; vocabulary; figurative imagery; Skills: writing for purpose and audience (transactional writing); structure; audience address; Ethos/Logos/Pathos.</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Modern Drama - An Inspector Calls</b>  Context: post-war drama; theories of time; Edwardian society; role of women; Poverty; Socialism; Capitalism. Writer's Methods: stagecraft; dramatic irony; character dialogue; structure. Skills: essay writing; selecting rich quotations; inference and interpretation; debating in formal contexts; characterisation.</p>
<p><b>KEY ASSESSMENTS</b>  <b>Half term 1:</b> Key Piece: Presentation of character. Key Piece: Analysis of an aspect of writer's craft.  <b>Half term 2:</b> End of Unit Assessment: GCSE Literature style exam question on theme or character.</p>	<p><b>KEY ASSESSMENTS</b>  <b>Half term 1:</b> Key Piece: Using 3 narrative techniques, write a narrative creative writing piece based on the I am Legend clip. End of Unit Assessment: Create your own dystopian world and construct an extract using narrative techniques.  <b>Half term 2:</b> Key Piece: How does Sassoon use language to present his views about war? End of Unit Assessment: Write an argument speech on the futility of war.</p>	<p><b>KEY ASSESSMENTS</b>  <b>Half term 1:</b> Key Piece: Presentation of Mr Birling in Act 1. Key Piece: How is exploitation explored through Eric and Eva's relationship in the play?  <b>Half term 2:</b> Key Piece: How does Priestley present ideas of social class in the play? End of Unit Assessment: Debate on the question "We are all members of one body"</p>

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;

# English Year 9 Assessment Criteria

	<b>Bronze</b> 	<b>Silver</b> 	<b>Gold</b> 	<b>Platinum</b> 
<b>Reading Skills</b>	<p>I understand the simple meaning of more challenging texts.</p> <p><b>I include a range of simple quotations in my answer.</b></p> <p>I explain the meaning of a range of quotations.</p> <p><b>I use simple subject terminology when analysing texts.</b></p> <p>I make simple links between a variety of more challenging texts.</p> <p><b>I explain the basic context of a text.</b></p>	<p>I attempt to interpret complex layers of meaning in a text.</p> <p><b>I embed quotes in a structured way to support my points.</b></p> <p>I comment in depth on the effect of language or structure when writing about texts.</p> <p><b>I use relevant subject terminology to comment on writer's methods.</b></p> <p>I comment on the similarities and differences between texts.</p> <p><b>I explore context of a text.</b></p>	<p>I interpret deeper meaning in a range of challenging texts.</p> <p><b>I select relevant quotations and weave them into my analysis.</b></p> <p>I explain the effects of a range of language and structure features and I analyse the effect on the reader.</p> <p><b>I use subject terminology in a clear and relevant way when I analyse writer's methods.</b></p> <p>I compare complex ideas across a range of challenging texts.</p> <p><b>I analyse the context of a text.</b></p>	<p>I make original and high level inferences from a range of challenging texts.</p> <p><b>I embed a range of carefully chosen quotations to produce a convincing analysis.</b></p> <p>I analyse a variety of writer's methods and I can interpret their impact on readers.</p> <p><b>I convincingly incorporate suitable subject terminology to analyse writer's methods.</b></p> <p>I convincingly explore suitable links between challenging texts.</p> <p><b>I evaluate the context of a text.</b></p>
<b>Writing Skills</b>	<p>My writing is simple and precise.</p> <p><b>I use simple vocabulary.</b></p> <p>The structure of my writing is clear.</p> <p><b>I construct accurate sentences.</b></p> <p>I write in Standard English consistently.</p> <p><b>I can spell a variety of words accurately.</b></p> <p>I use correct punctuation consistently.</p>	<p>My writing matches the audience and purpose.</p> <p><b>I accurately use a variety of vocabulary.</b></p> <p>I structure my writing with fluent paragraphs.</p> <p><b>I construct precise sentences and use them accurately in my writing.</b></p> <p>I use Standard English consistently.</p> <p><b>My spelling of words is accurate.</b></p> <p>I punctuate my sentences accurately and precisely.</p>	<p>I plan my writing effectively to match the audience and purpose.</p> <p><b>I have a wide vocabulary that I choose for specific effect.</b></p> <p>I use coherent paragraphs to structure my text.</p> <p><b>I use a range of accurate sentence constructions in my writing for specific effect.</b></p> <p>I use Standard English accurately.</p> <p><b>My spelling is accurate, including complex and irregular words.</b></p> <p>I use a range of sophisticated punctuation.</p>	<p>I plan and shape my writing to target the audience and purpose.</p> <p><b>I use an extensive and ambitious range of vocabulary.</b></p> <p>create fluently linked paragraphs to structure an effective piece of writing.</p> <p><b>I craft imaginative and precise sentence structure for specific effect.</b></p> <p>I use Standard English consistently in my writing.</p> <p><b>My spelling of ambitious vocabulary is accurate.</b></p> <p>I deploy a wide range of punctuation used accurately for effect.</p>

<b>Speaking and Listening Skills</b>	<p>I express a wide range of views, ideas and information.  <b>I organise and structure my speech/presentation in a relevant way to meet the needs of the audience.</b>  I use appropriate and broad vocabulary and use a range of non-verbal features such as eye contact and gestures.  <b>I interact with a group clearly and meaningfully.</b>  I can engage the audience.  <b>I provide relevant and clear responses to questions and feedback.</b></p>	<p>I express a range of well-thought out views, ideas and information.  <b>I clearly organise, structure and plan my speech/presentation to engage the audience with simple persuasive techniques linked to Logos, Pathos &amp; Ethos.</b>  I use a wide range of engaging and relevant vocabulary and I use a range of non-verbal features for effect such as eye contact and gestures.  <b>I interact with a group with some confidence.</b>  I engage the audience and shape their responses.  <b>I respond confidently and with detail to questions and feedback.</b></p>	<p>I express a range of ambitious views, ideas and information.  <b>I clearly organise, structure and plan my speech/presentation to shape the audience's responses with some meaningful use of Logos, Pathos &amp; Ethos.</b>  I use a wide range of ambitious vocabulary and I use a range of non-verbal features for effect such as eye contact, gestures and body movement.  <b>I interact with a group with confidence.</b>  I engage the audience and shape their responses to achieve my purpose.  <b>I respond confidently and with detail to challenging and spontaneous questions and feedback.</b></p>	<p>I express a range of ambitious and challenging views, ideas and information.  <b>I clearly organise, structure and plan my speech/presentation to shape the audience's responses with meaningful use of Logos, Pathos &amp; Ethos.</b>  I use a wide range of ambitious vocabulary and I use a sophisticated repertoire of non-verbal features for effect such as voice, intonation, eye contact, facial expressions, gestures, body movement and posture.  <b>I interact with a group with confidence and can lead others.</b>  I engage the audience in a sustained way and shape their responses to achieve my purpose.  <b>I respond confidently and with detail to challenging and spontaneous questions and feedback.</b></p>
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**Green Sticker Assessment Student Response Examples:**

<b>Reading Skills</b>	<b>Writing Skills</b>	<b>Speaking &amp; Listening Skills</b>
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**WWW:** **TEACHER**

**EBI:**

**Student Response:**

I will include a range of quotations when I edit my work and explain their meanings.

I will convincingly incorporate suitable subject terminology to analyse writer's methods.

**WWW:** **TEACHER**

**EBI:**

**Student Response:**

I will ensure my writing matches the audience and purpose.

I will craft imaginative and precise sentence structure for specific effect.

**WWW:** **TEACHER**

**EBI:**

**Student Response:**

I will interact with a group clearly and meaningfully.

I will engage the audience in a sustained way and shape their responses to achieve my purpose.