

# Curriculum Overview

Subject: English

Year Group: 9

The theme of this year in conflict: students develop their skills of inference and analysis of writer's craft in the exploration of character and theme, writing a GCSE style essay in response to a whole novel question. They build further on their skills of creative writing from Year 7 and 8, and hone their writing for perspective. The year concludes with the Shakespeare play for the GCSE exam where students read the play focusing on themes, stagecraft and language, honing their essay writing techniques in the response to a question about fate.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS</p> <p><b>Conflict in Relationships-The Novel:</b> This unit will build on students' skills of inference and interpretation, alongside a growing repertoire of analytical skills. Students are also adding to their knowledge of literary context and global literature.</p>	<p>KNOWLEDGE/SKILLS</p> <p><b>Dystopia:</b> Students will refine their skills interpreting writer's craft. This unit will focus on setting, structure and language and students will demonstrate their creative writing capacities, built from the units in Year 7 and 8.</p> <p><b>War:</b> This unit will link on from the dystopia unit and introduce students to war and conflict from the points of view of soldiers. Students will be evaluating attitudes and viewpoints in a series of reading tests and demonstrating their perspectives and opinions in writing.</p>	<p>KNOWLEDGE/SKILLS</p> <p><b>Shakespeare: Love and War</b></p> <p>Continuing with the theme of war and conflict, students will be reading Shakespeare's "Romeo and Juliet" and considering conflict in the themes, characters, stagecraft, language and context of the play.</p>
<p>KEY ASSESSMENTS</p> <p><b>Half term 1:</b> Key Piece: Presentation of character. Key Piece: Analysis of an aspect of writer's craft.</p> <p><b>Half term 2:</b> End of Unit Assessment: GCSE Literature style exam question on theme or character.</p>	<p>KEY ASSESSMENTS</p> <p><b>Half term 1:</b> Key Piece: Write a narrative creative writing piece based on the I am Legend clip. End of Unit Assessment: How does the writer of The Hunger Games use language to present Dystopian Society?</p> <p><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>KEY ASSESSMENTS</p> <p><b>Half term 1:</b> Key Piece: How does Shakespeare use language to present the theme of love? (Balcony scene) Key Piece: Act 3:scene 1 How does Shakespeare present attitudes to conflict?</p> <p><b>Half term 2:</b> End of Unit Assessment: To what extent does Shakespeare present fate as a driving force behind the play's events?</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 Sassoon; Non Fiction articles; Romeo and Juliet