

YEAR 9	Autumn 1 8 weeks	Autumn 2 6 1/2 weeks	Spring 1 6 weeks	Spring 2 5 1/2 weeks	Summer 1 6 weeks with bank Hols	Summer 2 7 weeks
<p>Content</p> <p><u>Knowledge Prior / recall/ taught</u></p>	<p><u>Language paper 1 Section A</u> <u>Using the extract Sound of Thunder by Bradbury the structure of the paper and the skills for each question are revised and made clear</u></p> <p><u>(crime/mystery stories link to skills) reading for meaning skills....</u> <u>Competition all yr 9s.</u></p> <p><i>Prior knowledge of narrative structures. Taught: Language paper 1 conventions, terminology. Language and structure writing techniques</i></p>	<p><u>An Inspector Calls</u> <u>Play - Literature paper 2</u> Modern Drama An Inspector Calls by J.B. Priestley Pupils will read the play text in full and develop a detailed understanding of the relationship between text and context. Study of the set texts will be organised around exploration of character and theme. In addition to analysing language and structure, pupils will consider Priestley's use of the dramatic form.</p> <p><i>Prior knowledge from ks3 1900's women/politics/socialism/capitalism/poverty/class/ dramatic devices/</i></p>	<p><u>A range of non fiction texts on the theme of childhood and poverty - Language paper 2</u></p> <p>Writing for purpose and range of audiences and forms using non fiction extracts themed To support cultural capital knowledge needed for 19th Century novel ACC in year 10</p> <p><i>Prior knowledge: non fiction texts structures. Taught: forms, purpose, audience. Building on cultural capital from the range of non fiction texts studied which will underpin their greater understanding for GCSE texts. Paper two skills</i></p>	<p><u>Hamlet: conventions of tragedy -</u></p> <p><u>Creative writing focus</u></p> <p><i>Pupils will read the play text and develop a detailed understanding of the relationship between text and context. They will learn about the story, the characters and the setting. Looking at language and themes to prepare for their yr 10 GCSE study.</i></p> <p><i>Prior knowledge from ks3 units. Taught: Shakespearean language, vocabulary, conventions. Conventions of plays and Tragedy. 11 Century Scotland. Jacobean era.</i></p> <p>/</p>	<p><u>Conflict and Power anthology poems</u> <u>-Literature paper 2</u> London/Remains/Exposure/Ozymandias/Storm/checking out me History</p> <p><i>Prior knowledge of poetry conventions Taught: 1800s London/poverty/war/PTSD/Egyptian Kings/Romantic conventions/standard english/Irish 'troubles'</i> Pupils revise key poetic techniques and apply their knowledge and understanding to a study of each poem in the anthology. They will explore thematic and stylistic connections across the poems in order to write comparatively about two poems. Pupils will also examine the relationship between the poems and the context in which they were created</p>	<p><u>Transactional writing</u> <u>Great speeches English Language</u></p> <p>Teaching will be structured around transactional writing, using classic speeches</p> <p>Competition to enter.</p>

Skills Recall of knowledge and skills will be interleaved throughout the SOW	Reading: CF/E/WT/Z/I/R/WM/ER/AC By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives: AO1: identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references	Reading: CF/E/WT/Z/I/R/WM/ER/AC/CON <i>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives: AO1: Read, understand and respond to texts. Students should be able to: a. maintain a critical style and develop an informed personal response b. use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written</i>	Writing non fiction: Li/eng/ap/wt/fj/av/so/s/a/dm/l/p	Reading: CF/E/WT/Z/I/R/WM/ER/AC/CON AO1: Read, understand and respond to texts. Students should be able to: : a. maintain a critical style and develop an informed personal response b. use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	Reading: CF/E/WT/Z/I/R/WM/ER/AC/CON By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives: AO1: Read, understand and respond to texts. Students should be able to: a. maintain a critical style and develop an informed personal response b. use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Writing fiction: cr/nv/s/t/nh/eng/m/a/ap/wt/av/s/ee/eo/pl/set/g/si/c/ <i>By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives: AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</i>
Key Questions	Can I read and understand the levels of meaning created by the writer?	Exam-Style Question, e.g. How does Priestley explore responsibility in An Inspector Calls? Write about: - The ideas about responsibility in	How can I write effectively for 'real' purpose?	Can I understand and interpret Shakespeare's play to identify the relevance of his message for 21st	What is my understanding of 'Power and Conflict' and how can I learn from it in the way I live my life in my world?	How can I write creatively to interest a reader?

		<i>An Inspector Calls - How Priestley presents these ideas by the way he writes</i>		<i>Century society?</i>		
Assessment	<p>Language paper 1 section A questions and B skills</p> <p>Section A Reading exam using a past AQA paper</p> <p>Through the unit: Low stakes questioning knowledge based assessment. Recap starter every lesson. End of unit knowledge and skills assessment.</p>	<p>Literature paper 2 Section A question 1-4</p> <p>Through the unit: Low stakes questioning knowledge based assessment. Recap starter every lesson. End of unit knowledge and skills assessment.</p>	<p>Language paper 2 question 5</p> <p>Through the unit: Low stakes questioning knowledge based assessment. Recap starter every lesson. End of unit knowledge and skills assessment.</p>	<p>Literature paper 1 Section A question</p> <p>Exam-Style Question, Why is Act 1 sc 1 significant to the audiences understanding of Macbeth?</p> <p>Through the unit: Low stakes questioning knowledge based assessment. Recap starter every lesson. End of unit knowledge and skills assessment.</p>	<p>Literature paper 2 Section B question Exam-Style Question, e.g. Compare the way poets present the power of the natural world in 'Storm on the Island' and in one other poem from Power and Conflict</p> <p>Through the unit: Low stakes questioning knowledge based assessment. Recap starter every lesson. End of unit knowledge and skills assessment.</p>	<p>Language paper 1 Question 5</p> <p>Through the unit: Low stakes questioning knowledge based assessment. Recap starter every lesson. End of unit knowledge and skills assessment.</p>
Literacy/numeracy/SMSC/Character	<p>What is it to be challenged? Bravery, isolation, resilience.</p> <p>Enjoyment of different forms of literature. Technical understanding that further support reading comprehension and accuracy.</p>	<p>Responsibility, politics, power, class, division in society.</p>	<p>Politics, society, belief systems, important topical issues.</p> <p>Conventions of different genres and forms</p>	<p>Morality, religion, guilt, power, abuse of power, value systems.</p>	<p>What is Conflict? What is Power? Wide cover of meanings and implications for today's readers</p>	<p>Ideas about social morality, civilisation: What makes us civilised? What does that mean?</p> <p>Appreciation of writer's purpose and craft</p>
Enrichment opportunities and futures	<p>Futures in the subject embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on the display board including further education options. Core skills are</p>	<p>Globe players: performance inhouse of AIC streamed</p> <p>Futures in the subject embedded across lesson plans and presentations. Directly and indirectly. Career options displayed</p>	<p>Futures in the subject embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on the display board including further education options. Core skills are</p>	<p>Futures in the subject embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on the display board including further education options. Core</p>	<p>Futures in the subject embedded across lesson plans and presentations. Directly and indirectly. Career options displayed on the display board including further education options. Core skills are</p>	<p>Creative writing workshop: Nathaniel Thompson</p> <p>Futures in the subject embedded across lesson plans and presentations. Directly and indirectly. Career options displayed</p>

	<p>developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation ; Public speaking. Encourage students to participate in the TED talk club.</p> <p>Employability skills across the year</p> <ul style="list-style-type: none"> • independent working. • time management and organisation. • planning and researching written work. • articulating knowledge and understanding of texts, concepts and theories. • leading and participating in discussions. • negotiation and teamworking to present ideas and information. <p>Careers</p> <ul style="list-style-type: none"> • Digital copywriter. • Editorial assistant. • English as a foreign language teacher. • Lexicographer. • Magazine journalist. • Newspaper journalist. • Private tutor. • Publishing 	<p>on the display board including further education options. Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation ; Public speaking. Encourage students to participate in the TED talk club.</p>	<p>developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation ; Public speaking. Encourage students to participate in the TED talk club.</p>	<p>skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation ; Public speaking. Encourage students to participate in the TED talk club.</p>	<p>developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation ; Public speaking. Encourage students to participate in the TED talk club.</p>	<p>on the display board including further education options. Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation ; Public speaking. Encourage students to participate in the TED talk club.</p>
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