



# SUNNYDOWN SCHOOL

## ENGLISH CURRICULUM PLAN

Subject	English	Year group	Y9
Subject Intent	<p>In year 9, students are introduced to a greater depth of whole text study in order to prepare them for the rigour and challenge of KS4. Texts are carefully chosen for learning to be relevant to the world our students are growing-up in, and introduce big ideas that they will encounter again and again, thus promoting and developing their social, moral, cultural and social development. Students study classic and modern works of literature which explore important key themes that will prepare them for future literature studies. Challenging literature texts intend to build their confidence in language interpretation and analysis; for example, students study the language of Shakespeare in Macbeth, as well exploring the Gothic Genre and its influence on culture today. English language study is interleaved throughout, and exciting and engaging texts are used as a stimulus to inspire creative writing, as well as non-fiction texts being used to build pupils' knowledge and understanding of key contextual features and influences and to develop their own skills in structuring a persuasive argument.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1	<b>PRE-1914 LITERATURE:</b> (synoptic unit):	<p><b>Key themes and context</b></p> <ul style="list-style-type: none"> <li>• 19th century</li> <li>• Victorian Literature</li> <li>• British Empire and colonialism</li> <li>• Scientific advancement and rationalism</li> <li>• Childhood experience</li> <li>• Industrial Revolution</li> </ul> <p><b>Key literature focus</b></p> <ul style="list-style-type: none"> <li>• Conventions of the gothic genre</li> <li>• Setting, tone and atmosphere</li> <li>• Writers' purpose and intent</li> </ul> <p><b>Key language focus</b></p> <ul style="list-style-type: none"> <li>• Writing to argue and persuade</li> </ul>	<p>The Gothic</p> <p>Pathetic Fallacy</p> <p>Victorian</p> <p>'The other'</p> <p>Setting</p> <p>Tone</p> <p>Horror</p> <p>Oppression</p> <p>Anecdote</p> <p>Anaphora</p> <p>Patriarchy</p> <p>Context</p> <p>Colonialism</p> <p>Romanticism</p> <p>The sublime</p> <p>Industrial revolution</p>	<p><b>Building on.....</b></p> <p>This Gothic Literature unit builds on students' canonical knowledge from the Y7 Victorian Ghost Stories/A Christmas Carol unit and the Y8 Sherlock Holmes unit to explore wider texts from the 19th century. In Y9, students tackle more challenging extracts from a range of engaging Gothic literature, which builds a breadth of knowledge of the time period and some of the most influential work within it.</p> <p><b>Building towards...</b></p> <p>Students' knowledge of the 19th century and exploring a range of writer's beyond Dickens means they will gain a breadth of understanding that will inform their study of 19th century literature beyond KS3. Through this study, Sunnydown students will gain a deeper understanding of the influence of contextual factors on a writer, allowing students to deepen</p>

		<ul style="list-style-type: none"> <li>• Rhetorical devices</li> <li>• Evaluation</li> <li>• Descriptive writing</li> </ul> <p><b>Spoken Language focus:</b> Short presentation on a key gothic writer.</p>		<p>their understanding and analysis skills for both C19th Extracts (GCSE English Language) and whole text study (GCSE English Literature) at KS4.</p>
<b>Autumn 2</b>	<b>Modern Novel: Of Mice and Men</b>	<p><b>Key themes and context:</b> Empathy Difference Racism &amp; Prejudice</p> <p><b>Key Literature focus:</b> PEEL analysis Narrative structure</p> <p><b>Key Language focus:</b> Describing settings Creating Characters</p> <p><b>Spoken Language focus:</b> Participating in a structured discussion around asylum seekers and refugees.</p>	<p>Prejudice Stereotype Friendship Loneliness Chronological Narrative Arc Context Novella</p>	<p><b>Building on.....</b> Students are reminded about texts previously reading Y7 and Y8 and the various cultures and contexts in which they are written. Of Mice and Men is a seminal literature text which operates on several levels and so is accessible to all students.</p> <p><b>Building towards...</b> Embedding the use of PEEL to demonstrate analytical skills. Explaining implied or subtle meanings. Fully understanding the concept of contextual influences. Of Mice and Men is a challenging yet enjoyable text which will enable students to develop their understanding of how quality literature is structured and written to engage the reader.</p>
<b>Spring 1</b>	<b>SHAKESPEARE</b> Macbeth: from war hero to murdering villain.	<p><b>Key themes and context:</b></p> <ul style="list-style-type: none"> <li>• Jacobean era</li> <li>• Greek tragedy</li> </ul> <p><b>Key literature focus:</b></p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Five act play</li> <li>• Characterisation</li> <li>• Structural and plot features</li> <li>• Analytical essay writing</li> <li>• Conventions of genre</li> </ul>	<p>Tragedy Tragic hero Hubris Dramatic Irony Foreshadowing Regicide The Supernatural Patriarchy Pathetic Fallacy</p>	<p><b>Building on...</b> Students' study of villains and Shakespeare in Y7 means they are familiar with the Aristotelian features that are common in his tragedy plays. Pupils revisit these features in their study of 'A Midsummer Night's Dream' and its possible 'tragicomedy' status which builds towards this unit of study where pupils take a more in depth look at Shakespeare's language, form and structure in a more challenging work. This unit also builds on the use of pathetic fallacy taught in the gothic unit, but now further explored as part of a playwright's craft.</p>

		<p><b>Key language focus</b></p> <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Pathetic fallacy</li> <li>• Mood and tone</li> </ul> <p><b>Spoken Language focus:</b> Participation in a structured discussion about who is to blame for Macbeth's downfall. Performance of a Whoosh Macbth drama activity exploring intonation, volume, mood and action.</p>		<p><b>Building towards...</b> This half-term term study of a Shakespeare tragedy prepares students for the level and depth of understanding necessary for their Shakespeare study at GCSE. Pupils will build confidence in language interpretation and analysis that prepares them for their study of Macbeth at KS4 in Pathway 2. Students' prior study and broad knowledge of Shakespeare at KS3 will support their ability to make critical and conceptual points about the texts they study at KS4 and beyond.</p>
Spring 2	<p><b>FICTION, POETRY (pre and post 1914) &amp; LITERARY NON-FICTION</b> Tales of the River</p>	<p><b>Key themes and context:</b> Students will study and compare the figurative language used to convey the river by a range of powerful writers.</p> <p><b>Key Literature focus:</b> Poetry Dickens Wordsworth Wilde Conrad Duffy Critical reading</p> <p><b>Key Language focus:</b> Descriptive writing Ambitious vocabulary imagery symbolism preposition</p>	<p>The River Thames London Capital London Bridge Alliteration Assonance Onomatopoeia</p>	<p><b>Building on.....</b> This synoptic unit builds on students' previous experience of C19th writing (Conan-Doyle), and poetry techniques.</p> <p><b>Building towards...</b> Students will explore the ways that Wordsworth, Wilde, Dickens, Conrad, Selvon and Duffy have portrayed the River Thames in their poetry and prose. Students will be encouraged to think about the Thames as a canvas onto which a wide range of dreams, hopes, anxieties and nightmares have been projected by writers. By exposing students to some of the writers of the English Literary canon, they will develop skills needed to access texts at GCSE and use their discoveries to inform their own creative writing.</p>

		<b>Spoken Language focus</b> making formal presentations		
<b>Summer 1</b>	<b>NON-FICTION:</b> The Art of Rhetoric: writing to argue and persuade	<p><b>Key themes and context:</b> Famous political speeches</p> <p><b>Key Literature focus:</b> Exploring the features of powerful arguments</p> <p><b>Key Language focus:</b> Craft, edit and evaluate a speech</p> <p>Experiment with persuasive devices and structures</p> <p><b>Spoken Language focus:</b> Speech expressing own ideas and keeping to the point.</p>	AFOREST Conjunctions Evaluation Counter-arguments Modal Verbs	<p><b>Building on.....</b> In Year 9, students are reminded about the mnemonic AFOREST taught explicitly in Y7 and Y8, enabling the greatest chance of success for embedded knowledge and recall. Once these concepts are recalled, more sophisticated vocabulary and ideas can be expressed.</p> <p><b>Building towards...</b> This half-term's unit is very explicitly linked to the GCSE requirements of the English Language Paper 2: Q5 - writing to express an opinion (transactional writing) - equating to 25% of this paper, and 50% of the overall English Language grade.</p>
<b>Summer 2:</b>	Proposed Y9 Bridging Unit	<p><b>CORE LEARNING</b></p> <ul style="list-style-type: none"> <li>● Language Analysis</li> <li>● Summary Skills</li> <li>● Transactional Writing</li> <li>● Comparison Skills</li> </ul>	KEY CONCEPTS	<p><b>(More details to follow)</b></p> <p><b>This short bridging unit is to broaden student understanding of the key skills needed for GCSE English Language.</b></p>