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| **Year 9 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Novel study: Animal Farm**  **Power and Oppression** | Clear understanding of a 20th century novel | * Social & historical contexts of the novel * Plot of the novel * Characters and how they embody core values in society * Key themes through the novel * Understanding of writers’ ideas * Tier two vocab around the ideas of oppression and totalitarianism * Tier two vocab around the ideas of rebellion * Understanding how the writer creates each character as a construct of features of society * Understanding how the writer wants the reader to react to the revelation of information | * Do now * Story grid * Character retrieval * Vocab lists | * Reading for meaning and understanding * Explicit vocabulary instruction * Essay style sentence construction * Explicit teaching of features of persuasive writing | * Extensive vocabulary * Communication skills * Understanding of rights * Formal debating skills | * MCQs * Component Based formative and summative assessment * Composite summative exam |
|  | Writing a literary essay in response to texts | * Introductory thesis statements * Embedding quotations in sentences * Planning and sequencing ideas to form an argument * Tier 2 vocab around literary criticism e.g. upholds | * Independent learning retrieval tasks * Vocab list | * Correct grammatical and sentence structures * Structuring whole texts | * Accurate written expression | * Summative exam |
|  | Writing descriptively in a particular style | * Using language to create effects * Understanding a range of rhetorical devices * Understanding of purpose and audience | * Vocab list | * Correct sentence construction | * Drafting and editing - metacognition | * One final, drafted piece of protest writing |
|  | Understanding a range of non-fiction forms and texts | * Knowing the features of a letter * Knowing the features of a newspaper * Being able to identify a writer’s viewpoint and perspective | * Interleaved Do Now | * Reading comprehension | * Reading skills |  |
|  | Reading for Pleasure | * Choosing a variety of books * Discussing books with others * Allusions and cultural capital | * Sparx Reader homework and testing | * Reading extended texts independently * Reading with accuracy | * Cultural capital * Reading fluency and accuracy * Oracy skills | * NGRT GL Assessment |
|  | Catholic social teaching | * Subsidiarity and participation – decision making for ourselves, criticism of oppressive societies * Human dignity – importance of human rights, importance of education to be able to advocate for yourself and others * Solidarity – allowing and supporting others to flourish and achieve potential | | | | |
| * **Year 9 Curriculum Overview [2024-2025]**   + **English** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Romantic Poetry: Protest and Rebellion** | Understanding of key works within the Romantic Literary Movement | * Social and historical context: French Revolution, Industrial Revolution, Nature and Religion * Understanding of poetic form * Understanding of writer’s ideas and intentions * Comparison of texts * Knowledge of the idea of literary movements and how texts respond to society | * Do Now * Vocab list * Poem comparison grid | * Explicit vocabulary instruction * Comparative reading | * Mastery of vocabulary | * MCQs * Component Based formative and summative assessment * Summative exam |
|  | Comparative writing | * Identifying similarities and differences in ideas * Writing comparative sentences * Comparing different aspects of texts over the course of an essay | * Vocab list | * Grammatical secure sentence writing | * Written literacy | * Summative exam |
|  | Analysis of methods | * Identifying methods used by writers * Commenting on the effects of methods used by writers * Linking method analysis to big ideas and concepts of the texts | * Method grid * Vocab list | * Inference and analytical reading | * Analytical thinking and resilience | * Component based formative assessment |
|  | Reading for Pleasure | * Choosing a variety of books * Discussing books with others * Allusions and cultural capital | * Sparx Reader homework and testing | * Reading extended texts independently * Shared reading practice * Reading accuracy | * Cultural capital | * NGRT GL assessment |
|  | Rhetoric and opinion writing | * Be able to use pathos, logos, ethos to write own argument on a topic of interest | * Do Now * Interleaved practice of writing skill | * Writing and structuring arguments * Oracy | * Knowledge and understanding of the world around them | * One speech performed with notes |
|  | Catholic social teaching | * Preferential option for the poor – supporting the most vulnerable in society, giving a voice to those who cannot advocate for themselves, criticism of oppression and marginalisation of groups * Common good – responsibility for others, working together as a society to decrease social divide * Subsidiarity – democracy, right to vote | | | | |
| **Year 9 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| Othello: Power and Justice | Understanding of a Shakespearean tragedy | * Understanding of tragic conventions: hamartia, narrative structure, tragic hero * Understanding of themes of gender, power, race and masculinity in the context of the play * Understanding of character and how they convey themes | * Do Now * Interleaved concepts of hero/villain/ tragedy from prior learning * Character and plot grid * Vocab list | * Reading skills, | * Resilience * Ambition and career determination | * MCQs * component based formative and summative assessment * Summative exam |
|  | Analysis of methods | * Identifying methods used by writers * Commenting on the effects of methods used by writers * Linking method analysis to big ideas and concepts of the texts | * Method grid * Do now * Independent learning practice | * Interpretation and vocabulary development | * Analytical skills | * Summative exam |
|  | Understanding a range of non-fiction forms and texts | * Understanding of writers’ viewpoints and perspectives * Comparison of writers’ viewpoint and perspectives | * Vocab list do now | * Discussion and debate * Accuracy of written literacy | * oracy |  |
|  | Writing a speech | * Understanding of speech conventions * Understanding of note making to support speech making * Knowledge of rhetoric to persuade an audience * Speaking confidently to persuade listeners of a point of view | * Learning and performing speech * Note making | * Note making | * Confident speakers able to express point of view * Note making | * One final drafted speech |
|  | Reading for Pleasure | * Choosing a variety of books * Discussing books with others * Allusions and cultural capital | * Sparx Reader homework and testing | * Reading extended texts independently | * Cultural capital | * NGRT GL assessment |
|  | Catholic social teaching | * Human dignity – discrimination and prejudice * The common good – Iago’s destruction of others’ lives for his own benefit, relationships with others and noble principles | | | | |