

Year 9 English Curriculum Summary

Term	Unit / title	Threshold concepts / core knowledge / links to previous and future learning	Formative assessment / homework	Formal assessment
1	Victorian Voices (An exploration of a range of Victorian texts through extracts interleaved with descriptive writing)	<p>This unit introduces students to a wide and varied range of Victorian fictional texts such as 'Jane Eyre', 'Dracula' and many more. Students will complete this unit by reading the festive mystery by Arthur Conan Doyle, 'The Blue Carbuncle'. Through a thematic exploration of these fiction texts as well as many non-fiction texts, students will develop an in-depth understanding of what issues the Victorians faced such as gender inequality, poverty, hypocrisy and questions around morality. This unit allows students to develop critical thinking skills as compare, evaluate and analyse challenging and exciting texts. These extracts offer opportunities for students to discuss and debate their interpretations, supporting the development of their analytical skills. This unit also offers rich opportunities for students to analyse the literary techniques and devices employed by Victorian authors. This exploration promotes a deeper understanding of how authors use literary techniques to enhance their storytelling and engage readers. By including these texts at the beginning of our Y9 learning journey, students are exposed to renowned literary works and authors from different time periods. Students can explore aspects of Victorian England, including class divisions, attitudes towards women, and the emergence of scientific methods. This historical connection fosters a deeper understanding of the story and encourages students to consider the influence of societal factors on literature (which supports the study of A Christmas Carol, Macbeth and An Inspector Calls at KS4).</p> <p>Students will develop their descriptive writing skills. This unit requires students to think critically about the impact of their words and the message they want to convey. They must consider the effect of different linguistic choices, evaluate the effectiveness of their descriptions, and revise their work to achieve greater clarity and impact. This process nurtures critical thinking skills, as students learn to analyse their own writing and make informed decisions about how to improve it.</p> <p>Interleaved throughout this unit is a range of non-fiction texts that tie in with the key themes explored – gender, poverty, morality, science, hypocrisy. Understanding how writers construct a text and create meaning is a fundamental part of English language and literature and the extracts selected allow students to explore different attitudes and perspectives of the time period. Students</p>	<p>Homework: weekly knowledge organiser homework</p> <p>Interim: Literature question (analysis)</p>	<p>Baseline assessment: New Group Reading Test</p> <p>Assessment 1: Vocabulary, reading (fiction analysis) and descriptive writing</p>
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should show an understanding of the texts and how the writers have tried to create meaning. They should support their points with references to the text with close focus on language and the methods that the writer has used. Students need to be able to compare the perspectives and the methods that the writers have used. This will allow students to build on the reading skills that developed in Y7 and 9, when they completed The Bone Sparrow and The Giver. Non-fiction reading can be more complex as students have to study and compare two texts, so this unit acts as a progression from the work in Y7 and 8. They are also studying two texts from different time periods.

The 19th century non-fiction materials have been chosen to be introduced at this point as pupils have developed some confidence in reading texts written from different centuries linked to their previous studies of Dickens and Shakespeare and now they will be given short texts linked to an array of topics. Students explore themes of education, punishment and disability as just some of the linked texts chosen. In this way, students also get to understand how societal views have developed over time and allows them to reflect on their own views.

A focus is again placed on precise and concise analysis of language linked to close tracking of a text, and as well as revisiting skills of evaluation and comparison, students are now introduced to the skill of synthesis.

3	Poetry from Different Cultures (interleaved with transactional writing)	<p>This unit will create a firm foundation and understanding of poetry which will be built on throughout the rest of KS3 and going into KS4. It will develop students' understanding and appreciation for poetry through the lens of 'Poetry from Different Cultures', as well as further developing and underpinning reading skills embedded throughout KS3. This genre has been chosen as it offers an insight into other cultures, building on the skills and understanding developed through units such as 'The Bone Sparrow' and 'Our World Poetry' and ensuring that students have a clear understanding and appreciation of cultures and voices beyond their own.</p> <p>This unit will build on and develop transactional/persuasive writing skills learnt in Y7 and 8. A number of the topics will develop cultural capital and provoke a lot of discussion. Students will use the poems to debate and challenge their meaning/purpose and get pupils to consider their own viewpoints and broaden their understanding. This unit aims to encourage students to engage with the world they live in and have an awareness of the way the poets present big ideas.</p>	Interim: Transactional writing	
4 & 5	Shakespeare (full play): 'Romeo and Juliet' (interleaved with narrative writing)	<p>This scheme of work aims to develop students' knowledge, understanding and enjoyment of Shakespeare. This unit builds on the 'Julius Caesar' unit in Y7 and 'A Midsummer Night's Dream' in Y8 and is developed at KS4 when studying Macbeth. It is designed to make students confident with Shakespeare's use of language and enthusiastic about the characters, themes (love and conflict) and plot of a very relevant play. Through Romeo and Juliet, students will be encouraged to make links from the Elizabethan era to the modern day, as well as enabling them to critique certain elements of the plot. This unit encourages students to engage in critical thinking and analysis. They can analyse the motivations, actions, and consequences of the characters, dissect the play's structure and themes, and interpret the intentions behind the dialogue. This process develops their ability to think critically, make inferences, and support their interpretations with textual evidence. Exploring the historical and cultural context of the play provides students with insights into Renaissance society, customs, and values. They can compare and contrast Elizabethan England with their own culture, fostering a deeper understanding of historical perspectives and cultural diversity. Reading the play aloud, analysing stage directions, and watching or participating in stage productions allows students to grasp the impact of visual</p>	Interim: Descriptive writing	Assessment 2: Reading (fiction) and narrative writing

		<p>and auditory elements in storytelling. This engagement cultivates an appreciation for the performing arts and enhances students' understanding of dramatic conventions. Students will analyse the limited agency of women and the constraints imposed by societal norms, thus initiating discussions on gender equality and the progress made over time. These conversations promote critical thinking, empathy, and an understanding of the complexities of gender dynamics.</p> <p>Students will develop their narrative writing skills as this unit provides a platform for students to express their thoughts, ideas, and experiences in a creative and imaginative manner. It encourages students to develop their unique voices, explore their personal perspectives, and experiment with different narrative techniques. This process fosters self-expression, enabling students to develop a stronger sense of identity and confidence in their writing abilities. Students will gain a deeper understanding of narrative structure and how to craft engaging narratives.</p>		
6	The Art of Rhetoric (interleaved with speech writing)	<p>This unit provides students with valuable skills that enhance their communication abilities, critical thinking, and persuasive writing. By learning rhetorical strategies, rhetorical devices, and effective organisation, students develop the tools to express their ideas clearly and coherently. These skills are invaluable in academic, professional, and personal contexts, empowering students to articulate their thoughts persuasively and engage with others effectively. This unit will prepare students for the Speaking and Listening component. The study of rhetoric empowers students to express their ideas confidently, making their voices heard in public forums and cultivating active citizenship. The Art of Rhetoric lays a foundation for future educational and career endeavours, equipping students with skills that are highly valued in the real world.</p>	Interim: Transactional writing	Assessment 3: Speaking and Listening for GCSE English Language.