

English Year 9 Curriculum Overview

	Autumn										Spring										Summer																													
Topic	Campaign for Change										Dystopia										Conflict																													
	Non-fiction Reading / Writing					Novel Intro					Novel Study					Writing Fiction					Shakespeare's The Tempest					War Poetry																								
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6													
Critical Prior Knowledge	Expectation from Y7/8: - Effective use of persuasive techniques - Writing for purpose - Planning - Proofreading - Genre / audience / purpose - Writing to inform - Writing for an audience										Expectation from Y7/8: - To be able to retrieve and record information - Plot - Character - Setting - Themes - Explicit and implicit info - Inference - Protagonist - Antagonist - Reading for meaning - Selecting and retrieving quotations - Inference - Developing explanations - Analysing using terminology										Expectation from Y7/8: - Sensory writing - Sentence starters - Structure - Perspective - Pathetic fallacy - Incorporating genre conventions - Combining skills - Writing from perspectives - Planning - Proof reading										Expectations from Y7: - Shakespeare context - Prologue - Protagonist / Antagonist - Monologue - Prose - Reading for meaning - Selecting and retrieving quotations - Inference - Developing opinions - Developing analysis - Developing explanations										Expectations from Y7: - poetic structure and form - Poetic Features - Reading for meaning - Selecting and retrieving quotations - Inference -									
Overall Intent (Big ideas and key concepts)	To explore the non-fiction genre through inspirational activists and to become independent thinkers. To be able to form and articulate opinions and write passionately and convincingly on a topic that inspires them. To be able to write a persuasive letter.										To explore a whole novel with key focus on character and thematic development. To develop confidence and independent readers and analytical thinkers.										To develop descriptive writing and narrative writing skills to generate confident, independent writers.										Exploring Shakespeare's The Tempest in detail and understanding contextual factors that influenced their creation. To be able to write confidently using evidence and analysis.										To be introduced to a range of war poems throughout the ages and explore the contextual and thematic developments within them. To develop confident and independent readers of poetry and develop analytical skills.									
Essential Knowledge milestones (What students must master)	Propositional Knowledge ✓ Letter features ✓ Writing for audience ✓ Writing for purpose ✓ Persuasive techniques ✓ Planning ✓ Proof reading Procedural Knowledge ✓ Reading for meaning ✓ Inference ✓ Direct address ✓ Emotive vocab / appeal writing ✓ Cohesive devices ✓ Reference chains ✓ Discourse markers ✓ Hooks										Procedural Knowledge ✓ Plot ✓ Character ✓ Setting ✓ Themes ✓ Form ✓ Language features ✓ Symbolism Propositional Knowledge ✓ Reading for meaning ✓ Selecting and retrieving quotations ✓ Inference ✓ Developing opinions ✓ Developing analysis ✓ Developing written responses										Propositional Knowledge ✓ Narrative voice and perspective ✓ Narrative structure ✓ Word class ✓ Language features ✓ Sentence types ✓ Direct speech ✓ Characterisation Procedural Knowledge ✓ Writing for purpose ✓ Planning ✓ Proof reading										Propositional Knowledge ✓ Dramatic devices ✓ Themes ✓ Soliloquy ✓ Dramatic irony ✓ Iambic pentameter ✓ Monologue ✓ Protagonist/antagonist Procedural Knowledge ✓ Reading for meaning ✓ Selecting and retrieving quotations ✓ Inference ✓ Developing opinions ✓ Developing analysis ✓ Developing explanations										Propositional Knowledge ✓ Contextual factors ✓ Poetic form ✓ Poetic features ✓ Language features Procedural Knowledge ✓ Reading for meaning ✓ Selecting and retrieving quotations ✓ Inference ✓ Developing opinions ✓ Developing analysis ✓ Developing explanations ✓ Comparison skills									

	✓ Sensational language		✓ Combining skills		
Cultural Capita	<p>Discussion and exploration rich lessons. Looking at inspirations non-fiction from the likes of Attenborough, Greenpeace, Thunberg, Abernethy, Livingstone and other great explorers and advocates of life.</p> <p>The ability to share ideas. Key themes to inspire and motivate. Skills in research</p>	<p>Exposure to whole novel study. Opportunity for trips. Looking at the big theme of socialism and capitalism and exploring the treatment of people.</p>	<p>To develop ideas into reality. Develop creativity and flair.</p>	<p>Exploration of Shakespeare's most famous characters/themes. Exposure to Shakespearian language and contextual influences.</p>	<p>Exposure to a range of poets across the war genre and the contextual implications of this. To be introduced to new vocabulary. Key themes to inspire and motivate.</p>
Mode of Retrieval	<p>Week 4: Core knowledge quiz</p> <p>Week 8: Non-fiction analysis question</p> <p>Week 8: End of unit assessment Letter</p> <p>Additional: KO based homework tasks / self-quizzing</p>	<p>Week 2: Core knowledge quiz</p> <p>Week 8: End of unit assessment Essay response</p> <p>Additional: KO based homework tasks / self-quizzing</p>	<p>Week 4/5: End of unit assessment Title choices</p> <p>Additional: KO based homework tasks / self-quizzing</p>	<p>Week 3: Core knowledge quiz</p> <p>Week 5: End of unit assessment Whole text question</p> <p>Additional: KO based homework tasks / self-quizzing</p>	<p>Week 3: Core knowledge quiz</p> <p>Week 6: 15 mark response</p> <p>Additional: KO based homework tasks / self-quizzing</p>
ECC Student Characteristics	<p>Confident / communication / Resilient / Reflective / Respectful</p>	<p>Respectful / Tolerant / Empathetic Knowledgeable / Skilled/</p>	<p>communication / reflective / aspirational / Skilled</p>	<p>Knowledgeable / Reflective</p>	<p>Confident / reflective / skilled / resilient</p>
Connection to future learning (When is this developed / revisited)?	<p>Propositional and procedural knowledge to apply to the reading of increasingly complex non-fiction texts</p> <p>Knowledge Interleaving: Descriptive Writing skills</p>	<p>Key propositional and procedural knowledge to apply to the reading of increasingly challenging prose texts</p> <p>Knowledge Interleaving: language techniques and terminology</p>	<p>Re-visited and developed in subsequent narrative writing units</p> <p>Knowledge Interleaving: non-fiction</p>	<p>Propositional knowledge around Shakespeare study Procedural knowledge in final y9 term.</p> <p>Knowledge Interleaving: poetic devices</p>	<p>Aspects of contextual knowledge re-visited in other curriculum areas and some subsequent poetry study</p> <p>Knowledge Interleaving: Language techniques and terminology</p>

