

 **Alcester Academy Curriculum Planning: Key Stage 3 (Year 9)**

Department: English		Year Group: 9					
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	Of Mice and Men	Fiction Non Fiction elements	Use of the context bubble	<p><b>Building on:</b> Understanding of implicit and explicit use of language in more depth and detail; Taking evidence from various places in the text to build longer responses; Using historical context to inform reading; Using socio-economic context to address writer's intentions; Biographical study; Understanding of use of characterisation, setting and plot; Proof reading, editing and drafting of speeches and longer written responses.</p>	<p><b>Numeracy:</b> Facts and statistics use to inform writing; <b>SMSC:</b> Discussion of moral right and wrong; racism; gender inequality <b>Literacy:</b> <i>Of Mice and Men:</i> ATOS level 4.6 R/A 9.7 <i>Great Gatsby/Grapes of Wrath extract –</i> ATOS level 7.7 R/A 12.8 Extracts from the whole text which has ATOS level above</p>	<p>Reading task: How does Steinbeck use character to convey his ideas? How does Steinbeck use place to convey his ideas?</p>	<p><b>Key generic vocabulary:</b> Great Depression; poverty; itinerant; migrant; Golden State; gender; discrimination; debris; mimic; peer; brusquely; rouge; authority;</p> <p><b>Widgit words:</b> Poverty; bunk-house; migrant; rabbits; tramp; companion; brush; barn; mule;</p>

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				<p>Love of reading whole texts.</p> <p><b>Learning to:</b> Write longer responses that utilise whole texts; Create more in depth character studies based on understanding of context and writer's intentions; Understanding idiolect. Oracy: Construct monologues; use of role, intonation, volume, mood, silence, stillness and action for impact.</p>			
Autumn 2	Around the World	Non fiction travel writing.	<p>Confidently utilising non fiction sources</p> <p>Be able to identify and write about writers' points of view</p>	<p><b>Building on:</b> Making comparisons between texts; Making inferences and referring to evidence in texts with a focus towards analysis; Using context to inform writing; Identifying and understanding different styles of writing; Use of seminal world literature; Proof reading, editing and drafting.</p>	<p><b>Numeracy:</b> <b>SMSC:</b> Individual place in the world; individual ideas about their moral duty and behaviour regarding environmental issues. <b>Literacy:</b> <i>Ffestiniog Railway</i> – ATOS level 8.1 R/A 13.2 <i>Palin extract</i> – ATOS level 8.6 R/A 13.7</p>	<p>Reading task: Identifying and writing about a writers' perspectives; Writing task: construction of travel log/journal</p>	<p><b>Key generic vocabulary:</b> Journey; itinerary; adventure; travelogue; sail; fare; wanderlust; stationary; voyage; track; trek; tour; navigate; traverse; detour; roam; commute.</p> <p><b>Widgit words:</b> raft; canoe; route; map; journey; adventure; sail;</p>

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				<p><b>Learning to:</b>          Develop a structured approach to creative writing;          Identify and understand a writer's point of view and how they have created this through language;          Understand and create a wider variety of formatting writing;          Understanding and developing ideas about environmental impacts of travel and explore individual ideas;          Study factual information regarding global exploration and creating responses;          Beginning to understand selected and pertinent assessment objectives of GCSE mark scheme;          Oracy; take part in discussions that focus on environmental issues and how this impacts their world.</p>	<p><i>Ferry extract</i> – ATOS level 7.6 R/A 12.7  <i>Motorbikes and Pyramids</i> – ATOS level 7.1 R/A 12.2  <i>Storm at Sea</i> – ATOS level 7.1 R/A 12.2  <i>Stranded in Vanuatu</i> – ATOS level 7.4 R/A 12.5</p> <p>Further texts are to be added</p>		<p>isolated; voyage; track; steam;  <b>Slide 1 of each lesson to contain specific vocabulary;</b>  <b>Extracts to be read aloud to ensure comprehension.</b></p>
Spring 1	Seminal world	Fiction study to	Identifying and understanding the	<b>Building on:</b>	<b>Numeracy</b>	Assessment tasks: Extracts to be chosen	<b>Key generic vocabulary:</b>

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	and heritage literature study;	include Paper 1 Language packs	presence of texts in building of cultural identity.  Understanding how science development informs fiction  Confidently creating pieces of fictional writing	Making inferences and finding evidence within texts with the increasing focus on analytical skills; Understanding of structural features; Understanding of language terminology and the impact created; Understanding of how historical context informs texts; Understanding of generic features of a text; Constructing creative pieces of writing; <b>Learning to:</b> Construct creative pieces of writing using specific <i>sources</i> as prompts and influences; Question the importance of seminal writers and texts within our cultural and literary knowledge; Investigate science-fiction genre and its place in contemporary society; Further explore and work on specific skills	<b>SMSC:</b>  Moral right and wrong in both the individual and society; exploring other cultures and demonstrating tolerance; understanding the importance of British Values and the laws of democracy.  <b>Literacy:</b>  <i>A Thousand Splendid Suns:</i> ATOS level 4 R/A 9.1  <i>DO Not say we have nothing</i> – ATOS level 7.7 R/A 12.8  <i>War of the Worlds</i> – ATOS level 8 R/A 13.1	by individual teachers; Reading: How does the writer use language to describe...? How does the writer use structural features to interest the reader? Respond to a statement - 'to what extent do you agree?' Writing: Create a piece of writing using either the image or statement as a prompt.	Simile ; metaphor; personification; imagery; alliteration; repetition; powerful; emotive; sensory; shifts; opening; cyclical; evaluation; pathetic fallacy; devices <b>Widgit words:</b> Simile; metaphor; structure; features; devices;
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				<p>required for specific questions posed; Understand the meaning of evaluation and how to use it to explore the critical voice;</p>	<p><i>All the light we cannot see</i> – ATOS 6.9 R/A 12.0</p> <p><i>Don't ask Jack</i> – ATOS level 7.1 R/A 12.2</p> <p><i>Propping up the Line</i> – ATOS level 7.7 R/A 12.8</p> <p><i>White Fang</i> – ATOS level 6.6 R/A 11.7</p>		
Spring 2	Poetry of Power and Conflict A selection of 6 poems from the anthology.	Fiction with elements of NF articles	<p>Understand key anthology poems</p> <p>Understand how to read and understand unseen poetry</p>	<p><b>Building on:</b> Understanding of explicit and implicit meanings of language; Understanding of writers' ideas and how they are utilising context where necessary; Form a personal response to poetry; Summary and comparison skills;</p>	<p><b>Numeracy:</b> <b>SMSC:</b> <b>Literacy:</b> <i>NF article – The Not Dead</i> – ATOS level 6.7 R/A 11.8 <i>Remains</i> – ATOS level 5.3 R/A 10.4 <i>War Photographer</i> – ATOS level 6.6 R/A 11.7</p>	<p>Reading task: How does the poet convey power/conflict in a named poem and one of your choice? Reading task: How does the poet convey their emotions in an unseen poem of choice?</p>	<p><b>Key generic vocabulary:</b> Power; conflict; emotion; catastrophe; Romantic; Anti-establishment ; recruitment; warzone; military; government; corruption; propaganda;</p>

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	A selection of unseen poems.			<p>Knowledge of the Romantics;          Knowledge of some poetic devices and their impact.          Oracy: class discussion and reading of poems to peers; creation of monologues using poems to allow further development towards creative writing.</p> <p><b>Learning to:</b>          Understand the demands of the Assessment Objectives required for the specific question;          Understand how to access the mark scheme, utilising the assessment objectives;          Develop further understanding of new poetic and linguistic devices;          Further develop understanding of how to choose relevant language to support responses;</p>	<p><i>Bayonet Charge</i> – ATOS level 9.7 R/A 14.8  <i>Poppies</i> – ATOS level 8.4 R/A 13.5  <i>London</i> – ATOS level 9 R/A 14.1</p>		<p>voiceless;          vulnerable;          powerless; abuse;          reality; effect;          stanza; rhyme;          colloquial  <b>Widgit words:</b>          Power; conflict;          war; injury;          propaganda;          government;          stanza; rhyme;          poet  <b>Slide 1 of each lesson to contain specific vocabulary Poems and articles to be read aloud to ensure comprehension</b></p>
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				Structure a longer response using evidence from across the poem; Understand how to structure and respond to a comparative question; Understand how to approach an unseen poem.			
Summer 1	Modern Drama Post 1914 An Inspector Calls Blood Brothers	Fiction with NF elements	Study of a longer piece of drama  Understanding symbols and how a playwright will present contemporary society	<b>Building on:</b> Previous understanding of historical context and how it impacts a text; Inference and referencing context in written responses; Summarising skills; Choosing apt quotes from throughout a text; A love of reading a whole text; Investigating character and how they create understanding of writers' intentions; Study of plays Oracy: reading play scripts aloud <b>Learning to:</b> Understand the assessment objectives	<b>Numeracy:</b> <b>SMSC:</b> Social conditions that create empathy; moral right and wrong; cultural recognition of heritage; questioning of own place in society; respect and tolerance. <b>Literacy:</b> Non fiction articles to be added	<b>Reading task:</b> Investigation into a character or theme.	<b>Key generic vocabulary:</b> Play; script; playwright; context; contemporary; society; character; symbol; dramatic device; stage directions; narrator; Capitalist; Socialist; depression; poverty; morality; patriarchal. <b>Widgit word:</b> Play; stage; script; playwright; stage direction; character; symbol;

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				<p>required for this element of the course;            Understand how to utilise the assessment objectives;            Understand the demands of the mark scheme;            Create efficient and effective notes across whole texts to include aspects of character and dialogue;            Write more sustained pieces of writing using the whole play as well as socio-economic context;            Understand and identify the main themes of the play and how to write about them;            Understanding of a new playwright;            Study and utilise playwright's use of dramatic device to create meaning;</p>			
Sum mer 2	A study into non fiction	NF texts and extracts	Understanding how non fiction articles have	<b>Building on:</b> Summary and comparison of two texts;	<b>Numeracy:</b> working with dating and	English internal examination of Language Paper 1	<b>Key generic vocabulary:</b>



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	writing across the ages	from both modern and 19 <sup>th</sup> century society	<p>changed over the centuries</p> <p>Understanding how writers convey their points of view and opinions</p> <p>Constructing well structured discursive writing</p>	<p>Increasing depth in synthesis;</p> <p>Previous knowledge of historical context and its relevance to text;</p> <p>Identifying writers' perspectives and points of view;</p> <p>Effective use of organisational skills and effective connectives in own writing.</p> <p>Oracy: class discussion and debate. Potential for creating speeches from discursive writing.</p> <p><b>Learning to:</b></p> <p>Understand and appreciate how articles and essays have changed throughout time;</p> <p>Deeper study and understanding of tone, perspective and opinion;</p> <p>Create discursive essays that reflect a given prompt;</p> <p>Further develop the use of linguistic devices in own discursive writing;</p> <p>More in depth understanding and</p>	<p>number sequences; structuring.</p> <p><b>SMSC:</b> Cultural heritage texts; moral right and wrong; empathy; understanding poverty.</p> <p><b>Literacy:</b></p> <p><i>Pets to Parenthood</i> -ATOS level 8.2 R/A 13.3</p> <p><i>Ballooning</i> ATOS level 8.9 R/A 14</p> <p><i>Child Prisons</i> - ATOS level 9 R/A 14.1</p>	<p><i>(Sound of Thunder)</i>; Paper 2 (Cycling); Literature Paper 2 (Sections B &amp; C). Alterations may apply during 21/22 exam cycle.</p>	<p>Compare; summarise; perspective; tone; meaning; point of view; opinion; fact; bias; structure; inference; evaluation; analysis; context.</p> <p><b>Widgit Words:</b></p> <p>Compare; summarise; tone; point of view; opinion; fact;</p>
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				working with specific key skills required per question; Oracy: developing skills to articulate own perspectives on chosen topics, utilising effective rhetorical devices and delivery.			
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