

# Alcester Academy Curriculum Planning: Key Stage 4 (Year 9)

Department: English		Year Group: 9	An Introduction to GCSE English			
Term	Topic/subject	Assessment Objectives	Knowledge	Skills (Include details of differentiation)	Literacy, numeracy and SMSC opportunities	Final assessment task and title
Autumn 1	Travel Writing	Language A02,4,5,6	Understanding and application of language and structure for impact  Creating engaging texts	<b>Language AO1:</b> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts <b>Language AO2:</b> -Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. <b>Language AO3:</b> Compare writer's ideas and perspectives, as well as how these are conveyed, across two or more texts <b>Language AO5:</b> -Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences. -Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. <b>Language AO6:</b> -Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy: planning and structuring pieces. SMSC- Cultures, experiences	Produce a piece of personal travel writing  Language paper 1 section B
Autumn 2	Novel study: 'Of Mice and Men/To Kill A Mockingbird	Literature- A01, A02, A03	Development of exploring language and application of meta language.  The 'context bubble.'  Embedded/relevant details or quotations as effective support for effective interpretation.	<b>Language/Literature AO2:</b> -Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. <b>-Literature AO1:</b> Read, understand and respond to texts by: Maintaining a critical style and develop an informed personal response. Use of textual references to support. <b>Literature AO3:</b> Show understanding of the relationship between texts and the contexts in which they were written. <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy- Structural/pattern analysis of poetry SMSC- Historical events, racism, prejudice, law	How does ____ present ____ in this extract?  How does ____ present ____ in the novel?  Based on Literature paper 1 section B
Spring 1	Fiction Language paper 1 mini units x 3  1. 'Don't ask Jack' 2. 'Propping up the Line' 3. 'White Fang'	Language A01,2,4,5,6,	Development of exploring language and structure and application of meta-language and evaluation skills.  Embedded/relevant details or quotations as effective support for effective interpretation.  Creating engaging, creative texts with technical accuracy	<b>Language AO1</b> <b>Language AO2</b> <b>Language AO4-</b> Evaluate texts critically and support this with appropriate textual reference. <b>Language AO5</b> <b>Language AO6</b> <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy- Structural/pattern analysis of poetry SMSC- exploration of feelings and emotions, stressful events	Completion of partial fiction exam paper

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Spring 2	Non-Fiction Language paper 2 mini units x 3  1. 'Pets to Parenthood' 2. 'Ballooning' 3. 'Child Prisons'	Language A01,2,3,5,6,	Development of exploring language and structure and application of meta-language and comparison skills.  Embedded/relevant details or quotations as effective support for effective interpretation.  Creating engaging, discursive texts with technical accuracy	<b>Language AO1</b> <b>Language AO2</b> <b>Language AO3</b> <b>Language AO5</b> <b>Language AO6</b>  <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	Literacy- Inference, development of sophisticated formal writing style, development of effective vocabulary through use of meta-language. Numeracy- Structural/pattern analysis of texts. Planning for comparison SMSC- exploration of feelings and emotions, stressful events.	Year 9 English internal examination of Language papers 1 and 2
Summer 1	Selection of power and conflict poetry from AQA specification x 6 poems and unseen poetry	Literature A01,2,3	-Poetic devices -Poet's intentions -Ability to compare two texts <i>COLB</i> <i>Remains</i> <i>War Photo</i> <i>Kamikaze</i> <i>Poppies</i> <i>Bayonet Charge</i>	<b>Language AO3</b> <b>Literature AO1</b> <b>Language/Literature AO2</b> <b>Literature AO3</b>  <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>	Literacy- Reading for meaning./inference Numeracy- patterns in poetry SMSC- Racial/ethnic issues, historical events.	Poetry comparison: Compare how the effects of conflict are presented in (poem) with one other poem.  Literature paper 2 section B
Summer 2	Modern Drama text study ( <i>An Inspector Calls</i> , OR <i>Blood Brothers</i> )  End of year LANGUAGE EXAMS	Literature- A01, A02, A03  All Language (A01-6) and Literature AFs  Language- A07, 8, 9	Development of exploring language and application of metalanguage.  The 'context bubble.'  Embedded/relevant details or quotations as effective support for effective interpretation. Understanding of whole modern drama text and themes -Understanding of the structure of the paper -Timing practise -Development of key skills Speaking formally and planning presentation in front of an audience	<b>Language/Literature AO2</b>  <b>-Literature AO1</b> <b>Literature AO3</b>  <i>Tasks will be tailored and planned for different needs where appropriate (writing frames, planned questioning, appropriate worksheets and sentence starters will be provided if required)</i>  <b>All Language (A01-6) and Literature AOs will be assessed during this term.</b>  A07-Present in a formal setting. A08-Listen and respond appropriately to spoken language. A09-Use spoken standard English appropriately	Literacy- Inference, development of sophisticated writing style, development of effective vocabulary through use of meta-language. Numeracy- Structural/pattern analysis of plays SMSC- exploration of feelings, behaviours and emotions, love and relationships, social factors and history. Literacy- Reading and writing skills Numeracy- Timings and planning for questions SMSC- Topical content in papers  Literacy- effective oracy skills Numeracy- structure of talk SMSC- topical issues	How does (playwright) present (theme or character) in (chosen text)?