

English Martyrs' English Year 9 Medium-term Plan 2021-2022

	Autumn One		Autumn Two	
Year 9	<p>Key focus: Other Cultures - <i>Of Mice and Men</i></p> <p>Key content: Close analysis of text Consideration of historical context Comparative skills Exploring structure Writing in the style of Developing formal critical writing style</p>	<p>Key focus: N-f Writing on theme from text</p> <p>Key content: Exploring different types of n-f text. Exploring different audiences for n-f texts. Exploring different purposes of n-f texts. Exploring relevance of literary theme in modern culture. Developing formal writing style, where arguments are fully developed in concise, precise way</p>	<p>Key focus: 19th Century Author Study</p> <p>Key content: Exploring a range of fiction and non-fiction by same author. Identifying different facets of author. Understand texts as products and influencers of their historical context.</p> <p>Developing formal critical writing style, where arguments are fully developed using embedded quotations in concise, precise way making use of subject terms</p>	<p>Key focus: Page to Stage</p> <p>Key content: Study of a drama text. Differences between studying a novel and drama text. Differences between reading and watching a drama text. Analysing dramatic impact of language and structure. Developing formal critical writing style with embedded short quotations and precise subject terms</p>
Key vocabulary	Context, presentation, character, author, intention, impact, structure, circular narrative, setting, foreshadowing, migrant, stereotype, discrimination, segregation, hostile	Type, audience, purpose, genre, structure, impact, concise, precise, vocabulary, paragraphs, sentence structures	Genre, form, style, social context, historical context, character, caricature, authorial intention, perspective,	Tragedy, protagonist, exposition, climax, resolution, dialogue, stage directions, act, scene, character, contrast, suspense, tension, dramatic, emotional impact,
HPA Focus challenge	Comparison of text with unseen extracts Cognitive conflict: how might there be sympathy for apparently unlikeable characters	Write in style of more complex n-f texts (e.g. editorial)	Wider reading by author (read a whole novel, for example) and contemporaries. Expected to challenge received opinion. For example, 'Dickens is an effective critic of society or great comic writer or able to generate sympathy for his characters... - to what extent do you agree?'	Wider reading; evaluating reviews Cognitive conflict to make them think differently: for example, how different might the play have been if the order of key moments were changed or if one of the characters were a different gender? Expected to challenge popular opinion in some way.
ASSESS	Comparison of 2 moments from novel. Or one moment from the novel and one moment from another novel. Creative writing in the style of (foreboding opening)	3 short pieces of n-f writing covering range of type/audience/purpose	Comparison of extracts exploring facets of the author (e.g., comic writer or social critic). Focus on formal critical style of writing.	Comparison of extract with unseen extract, evaluating dramatic impact.

	Spring One	Spring Two

Year 9	<p>Key focus: Macbeth</p> <p>Key content: Interactive, experiential introduction to the play. Exploring quotations. Using quotations to argue key topics regarding characters and plot. Developing formal critical style with embedded quotations</p>	<p>Key focus: Contemporary Author Study (Poetry)</p> <p>Key content: Exploring range of poetry to increase confidence and expertise Explore a chosen poet to evaluate style, form and structure Evaluating forms (prose, drama, poetry) for creative expression Developing concise, precise critical style with embedded quotations and relevant subject terms Creative writing</p>	<p>Key focus: Dystopia</p> <p>Key content: Exploring a genre – older and newer examples Workshop approach to writing skills – impact of sentence structure Exploring openings and endings to create impact</p>	<p>Key focus: Animal Farm</p> <p>Key content: Focus on plot, character and themes Collecting quotations to explore topics in more depth. Structuring an analytical response Developing concise, precise critical style with embedded quotations and relevant subject terms</p>
Key vocabulary	Tragedy, tragic hero, tragic flaw, exposition, protagonist, supernatural, hubris, resolution, structure, dramatic irony, soliloquy, act, scene, blank verse, iambic pentameter, theme,	Structure, form, verse, quatrain, stanza, rhyming couplet, rhyming pattern, rhythm, stress, monosyllable, sibilance, alliteration, theme, repetition, metaphor, simile	Narrative viewpoint, genre, dystopia, utopia, features, convention, style, purpose, impact, descriptive detail, effective, structure, audience, social criticism, semantic field	Circular narrative, hierarchy, rebellion, comrade, authoritarian, fable, purpose, impact, character, motive, structure, foreshadow, rival, inevitable, tyranny,
HPA Focus challenge	Cognitive conflict: for example, argue against accepted views such as Lady Macbeth is an evil woman who persuades Macbeth to kill the king against his will or Duncan is a good king	In comparison assessment, students compare at least three poems by the poet, or compare poems by two different poets on a common theme.	Students read a dystopian novel or collection of short stories by writers such as Huxley and Orwell. They should write in the style of one of these authors.	They should focus on more difficult aspects of the text, such as the way in which language is used to brainwash the animals. They should consider connections between the text and the world today.
ASSESS	Assessment of short written responses to brief extracts.	Explore and compare presentation of a theme across poems.	Write opening and ending of a dystopian story	Practice GCSE question a) and b – walked through for the first time

		Creative writing linked to ideas in the poetry		
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	Summer One		Summer Two	
Year 9	<p>Key focus: Language Skills</p> <p>Key content: Chapter One 'On the mind' OCR GCSE English Language Book 1</p> <p>Exploring and comparing n-f extracts Responding to language and structure Evaluating texts Developing concise, precise critical style with embedded quotations and relevant subject terms Developing non-fiction writing matching Type, Audience and Purpose</p>	<p>Key focus: Debates</p> <p>Key content: Group work to argue for and against key issues connected to Literature text. Structuring an effective argument, supported with quotations. Responding when challenged. Questioning to challenge others.</p>	<p>Key focus: Exam revision and preparation</p> <p>Key content: Revision for end of year exams: GCSE English Language Paper 1 GCSE English Literature Animal Farm paper Macbeth – knowledge-based retrieval test One Drive Essential Revision Guides, making students confident about answering the different types of question on each paper Developing concise, precise critical style and appropriate non-fiction writing matching Type, Audience and Purpose</p>	<p>Key focus: Introduction to 19th Century Text</p> <p>Key content: Consolidating the year's course by applying knowledge of authors, historical context and choice of form, language and structure. Considering opening chapters in terms of style and purpose. Exploring good methods of reading the text over the summer in order to be ready for the start of Year 10 Developing close analytical skills using embedded quotations and beginning to connect ideas with historical context and the rest of the opening chapters</p>
Key vocabulary	Type, audience, purpose, impact, structure, developed, embedded, quotations, concision, analyse, compare, contrast, evaluate, identify, explore	Structure, rhetorical devices, audience, purpose, confidence, evidence, emotive, reasoned, factual	Type, audience, purpose, impact, structure, developed, embedded, quotations, concision, analyse, compare, contrast, evaluate, identify, explore	Context, structure, purpose, impact, character, caricature, setting, narrative hook, viewpoint, perspective, plot, foreshadow, clues, suspense, semantic field, descriptive detail, characteristic,
HPA Focus challenge	Link extracts to their own independent reading and GCSE texts.	More demanding abstract questions connected to Literature text to debate: for example, 'Power corrupts, and absolute power corrupts absolutely', using ideas from Animal Farm AND from elsewhere	More independent preparation – should be able to work with the crib sheets with little teacher intervention. Create more detailed knowledge organisers on <i>Animal Farm</i> to help prepare for the exams	Set 1 study Great Expectations, creating their own revision guide through thorough recording of plot, character and themes per chapter as they read through it.
ASSESS	'Walked through' GCSE paper	Spoken Language assessed in class	End of year exams in Language and Literature – as above	Analyse the impact of a key moment in the opening chapters