

## Year 9 English Curriculum Overview

HALF TERM 1		
<p><b>GOTHIC LITERATURE</b></p> <p>How do writers create tension?</p>	<p><b>Students will know/learn:</b></p> <ul style="list-style-type: none"> <li>- The origins of the gothic genre.</li> <li>- Generic conventions of gothic literature</li> <li>- Where it fits in to the literary tradition and canon</li> <li>- The social and historical context of the era</li> <li>- The plot, style and characterisation of a complete Gothic novel</li> <li>- Gothic concepts such as 'the other' and relation to mental illness</li> <li>- How gothic has evolved into the modern day</li> </ul>	<p><b>This scheme develops</b> knowledge and understanding of the context, features and significance of Gothic literature, introducing students to a range of increasingly challenging seminal texts. Additionally, students will read a complete novel inspired by the genre to experience and explore authorial method.</p> <p><b>This unit is taught now because</b> it builds on prior knowledge of the 19<sup>th</sup> century texts from Y7 and 8, develops reading and writing skills through the study of key extracts, improving understanding of style and genre; creating a foundation for the study of the 19<sup>th</sup> century novel for GCSE.</p>
HALF TERM 2		
<p><b>DYSTOPIAN FICTION</b></p> <p>Is the world a threatening and corrupt place?</p>	<p><b>Students will know/learn:</b></p> <ul style="list-style-type: none"> <li>- The origins of dystopian literature</li> <li>- Character archetypes: hero/villain as protagonist and antagonist</li> <li>- The social and political agenda behind key dystopian fiction</li> <li>- How writers use fiction to explore difficult concepts (e.g. coercion, misogyny, totalitarianism)</li> </ul>	<p><b>This scheme develops</b> knowledge and understanding of the context and literary relevance of dystopia, through the study of a range of classic dystopian texts. There is also the opportunity for students to read a full dystopian novel, enriching their reading experience. Skills in reading, writing and critical thought through oracy are further developed.</p> <p><b>This unit is taught now because</b> it develops understanding of authorial method, pairing well with the Gothic genre. Dystopian study inspires students to consider how ideas about morality and control have developed since their study of mythology in Y7, as well as encouraging a stronger knowledge of how language can be manipulative, linking with rhetoric study in Y8, Y9 and GCSE non-fiction study.</p>
HALF TERM 3 & 4		
<p><b>GLOBAL VOICES</b></p> <p>How do people endure adversity?</p>	<p><b>Students will know/learn:</b></p> <ul style="list-style-type: none"> <li>- The key conventions of poetry</li> <li>- The historical and social context of the texts studied</li> <li>- Why poets use specific structure/rhythm in their poems</li> <li>- How poetry has changed/developed over time</li> <li>- Key ideas from the art of rhetoric</li> <li>- The study of a complete text/anthology around the theme of adversity</li> <li>- How to write/speak persuasively</li> <li>- How writers challenge adversity in their text/speech/article</li> <li>- How characters/people challenge or overcome adversity</li> </ul>	<p><b>This scheme develops</b> knowledge and understanding of powerful diverse modern poetry and rhetorical texts, increasing students' experience of literature from cultures within and beyond their own contexts and experience.</p> <p><b>This unit is taught now because</b> it enhances students' exposure to powerful literature enabling them to further develop skills of empathy, comparison and evaluation. Through an appreciation of what it means to endure adversity, the unit seeks to consolidate skills developed over the course of KS3 through a range of genres, including poetry, speeches, non-fiction and modern fiction, encouraging independence and confidence in readiness for the demands of GCSE English.</p>
HALF TERM 5 & 6		
<p><b>LOVE AND CONFLICT (Romeo and Juliet)</b></p> <p>Can love exist in a violent society?</p>	<p><b>Students will know/learn:</b></p> <ul style="list-style-type: none"> <li>- The generic conventions of tragedy in the literary tradition</li> <li>- The historical and social context of Shakespeare's writing</li> <li>- The key plot and concepts of 'Romeo and Juliet' and the tragic hero</li> <li>- How writers use fiction and drama to explore difficult concepts</li> <li>- How 'Romeo and Juliet' has inspired modern writers and culture</li> <li>- How to compare texts and explain their value and impact</li> </ul>	<p><b>This scheme develops</b> knowledge of Shakespeare's craft and significance to literary tradition. Exploration of how language and drama create meaning improve reading and vocabulary. Skills in oracy and presentation are developed through considering the timeless themes of the play.</p> <p><b>This unit is taught now because</b> it further enhances students' appreciation of how language manipulates readers/audiences. Confidence in analysis, comparison and exploration help to set the foundations for GCSE study.</p>

