

## Curriculum Plans: Year 9

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new terms will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
HT 1	Non-Fiction: War and Conflict	<ul style="list-style-type: none"> <li>About historical conflicts</li> <li>The role of war correspondents</li> <li>How to compare two texts' attitudes and opinions</li> <li>To interpret knowledge and attitude from non-fiction texts</li> <li>Features of script writing</li> <li>Documentary conventions</li> </ul>	<ul style="list-style-type: none"> <li>Inference and deduction</li> <li>Summarising information</li> <li>Developing comparison e.g. of two texts</li> <li>Developing analysis of persuasive methods</li> <li>Documentary Script writing</li> <li>Group performance</li> </ul>	<b>War correspondent</b> <b>War photographer</b> <b>Non-standard English</b> <b>Documentary</b> <b>Ellipsis</b>	Analysis and comparison essay on different attitudes to war
HT 2	Gothic Fiction and Poe	<ul style="list-style-type: none"> <li>About the life and works of Edgar Allan Poe</li> <li>The conventions and history of the Gothic genre</li> <li>Extracts of seminal Gothic fiction</li> <li>The plot, themes and style of typical Poe's short stories</li> <li>The three types of irony</li> <li>How texts are constructed to produce mood and tension</li> </ul>	<ul style="list-style-type: none"> <li>How to deliver an <b>independent</b> pitch</li> <li>Analysis of mood and tension</li> <li>Descriptive writing</li> <li>Developing understanding of theme e.g. revenge</li> <li>Form opinions on how texts fit into genre</li> <li>Refining understanding of mark schemes</li> <li>Forming, expressing and justifying opinions</li> </ul>	<b>Verbal, situational and dramatic irony</b> <b>Unreliable narrator</b> <b>Gothic</b> <b>Revenge</b> <b>Mood and tension</b> <b>Pathetic fallacy</b>	Gothic film pitch  Holistic end of unit assessment comprising knowledge quiz and analysis of gothic extract (mood and tension)
HT 3	Survival Fiction Writing	<ul style="list-style-type: none"> <li>The conventions of short fiction</li> <li>How to structure and organise a short story</li> <li>The role of 'show don't tell' in crafting effective writing</li> <li>Examples of seminal fiction</li> </ul>	<ul style="list-style-type: none"> <li>How to plan a narrative</li> <li>How to 'hook' a reader</li> <li>How to end a narrative</li> <li>Self-evaluation</li> <li>Developing use of descriptive devices</li> </ul>	<b>'Show don't tell'</b> <b>Flashback</b> <b>Cyclical ending</b> <b>Crystal ball ending</b> <b>Twist ending</b> <b>Resolved ending</b> <b>Implied ending</b> <b>In medias res</b>	Write a full survival story

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			<ul style="list-style-type: none"> <li>Developing use of sentence construction for effect</li> <li>Developing presentation skills</li> </ul>		
HT 4 and 5	Lord of the Flies	<ul style="list-style-type: none"> <li>About Golding's life and its influence on the novel intentions</li> <li>The historical context surrounding the construction of and influence on the novel</li> <li>The key themes of and how to trace them through the novel</li> <li>A range of key quotations relating to character, theme and setting</li> </ul>	<ul style="list-style-type: none"> <li>Group presentation skills</li> <li>Analysis of character</li> <li>Analysis of key themes</li> <li>Analysis of key symbols</li> <li>Summary of key information</li> <li>Linking key information to the wider context, themes, and ideas</li> <li>Develop analysis of writer's intentions</li> </ul>	<b>Microcosm</b> <b>Prelapsarian</b> <b>Totalitarianism</b> <b>Democracy</b> <b>Anarchy</b> <b>Tyranny</b> <b>Symbolism</b> <b>Diminutive form</b> <b>Social contract</b> <b>Deus ex machina</b>	Knowledge tests x 2  Essay on key theme
HT 6	Revolutionary Voices	<ul style="list-style-type: none"> <li>The context, life and aims of famous historical figures and oppressed groups</li> <li>About the tradition and usage of rhetoric</li> <li>How to adapt writing for new purposes e.g. press release, speech etc.</li> <li>How to deliver a speech</li> <li>How to use discourse markers for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Rhetoric and persuasive writing</li> <li>Developing use of sentence construction for effect</li> <li>Formal presentation skills</li> <li>Expressing opinions through speech and rhetoric</li> </ul>	<b>Anaphora</b> <b>Epistrophe</b> <b>Hypophora</b> <b>Antithesis</b> <b>Press release</b> <b>Pathos, ethos and logos</b> <b>Boycott</b> <b>Lynching</b>	GCSE Spoken Language assessment  End of year exam: LOTF and creative writing