

What are the aims and intentions of this curriculum?

The KS3 Year 9 curriculum aims to provide students with a more in depth study of the elements of both language and literature, thus allowing them to make relevant connections to concepts introduced in Year 8, as well as broaden knowledge and skills gained previously. As such, the compilation of texts, activities and strategies are keenly selected to serve as half way house to allow students to transition to year 10. Students will therefore engage with content from varied genres that will enable them to understand and critically evaluate ideas, while communicating them in a creative, competent and cogent manner. Moreover, as the texts at this stage explore a myriad of topics, students are thereby given the opportunity to discuss, debate and draw conclusions on issues as they arise, thereby engendering their cultural, emotional, intellectual, social and spiritual development, while acquiring new knowledge to augment their progress.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Narrative Writing – Dystopian Writing	<ul style="list-style-type: none"> Read and understand a range of Dystopian extracts. Develop an understanding of the term “Dystopian” and main conventions of Dystopian literature. Develop an understanding of writing fiction texts for specific purposes and audiences, in the style of a specific genre, i.e. Dystopian. Appreciate the concept of writing for pleasure and to understand fully the process of narrative writing through planning, drafting, proof-reading and editing our own narratives. Appreciate and develop the use of descriptive language to emulate a specific style of genre, using advanced descriptive techniques: adverbs, metaphors, personification, pathetic fallacy. PCHE – Environmental Issues, War, Health Issues, Human Rights, Freedom of Speech Careers – Journalists, Novelists 	<ul style="list-style-type: none"> ✓ Understand how to create a piece of creative writing in the style of a specific genre of literature, with effective and developed characterisation and setting. ✓ Plan, draft, proof-read and edit extended writing pieces to produce a piece of writing in the style of a specific genre. ✓ Choose vocabulary and linguistic devices to create specific effects in emulating the style of a specific genre. 	<p>Reading: Analysis of a range of extracts from the Dystopian genre.</p> <p>Writing: Compile a collection of narrative extracts which successfully utilize conventions of Dystopian writing.</p> <p>Speaking: Individual presentation of a narrative extract written by the student.</p>
Autumn 2	Modern Prose: An exploration of William Golding Dystopian Novel <i>The Lord of the Flies</i> .	<ul style="list-style-type: none"> Examine the concept of Dystopian Literature and discuss elements such as setting, isolation, and mystery, which add to the sense of horror in this novel. Understand the novel at an allegorical level. Understand central themes, for example conflict, human nature and impulses, civilisation and social 	As students immerse in the experience of the text, they will build up on their appreciation and love garnered in the previous years, thus solidifying the skills to understand what the writer has written, and what inspired the writer to explore these ideas; how ideas are linked to social,	Reading: Extract based analysis of a prominent theme or character in the text.

		<p>organisation, power, living by rules peacefully and in harmony, “groupthink” versus individuality, and morality versus immorality.</p> <ul style="list-style-type: none"> Define key structural features, such as motifs, allusion, foreshadowing and flashback, symbolism and their importance in the narrative framework of the novel. PCHE – Friendships, Power, Conflict Careers – Journalists, Novelists 	<p>historical, cultural and the moral context of the text, and how the audience and the wider society are impacted by this.</p> <p>In engaging with the text, students will become more competent in forming personal opinions, learn to be impartial in their judgments of characters and themes and express their ideas with a level of efficacy that showcases their inferential, critical, analytical and evaluative skills.</p>	<p>Writing: Analytical essay on a theme or character in the novel.</p> <p>Speaking: Group presentation on a theme or character in the novel. Debates on topical issue explored in the text</p>
<p>Spring 1</p>	<p>Non-Fiction for Different Purposes:</p> <p>To explore non-fiction elements of a compilation of short extracts from a variety of sources in the anthology: <i>The Power of Voice</i></p>	<p>Reading:</p> <ul style="list-style-type: none"> Explore modes of non-fiction including, expository, persuasive and argumentative. Explore forms of writing such as newspaper and magazine articles, blogs, editorials. Discuss the specific conventions of non-fiction – cause and effect, problem and solution, comparison contrast, persuasion. Summarise main ideas of non-fiction texts and determine and evaluate writer’s message/aims in ideas. Extract judicious references to support a range of ideas and establish and analyse techniques used by writers in establishing ideas – repetition of ideas, juxtaposition, parallelism, and rhetoric devices. <p>Writing: Expository and Persuasive</p> <ul style="list-style-type: none"> Apply a wide range of vocabulary in writing, with increasing sophistication. Begin to use sophisticated punctuation accurately and more widely. Write consistently in Standard English with grammatical accuracy. Write responses for different purposes that appeal to wide range of audiences. PCHE – Families, friendships Careers – Journalists, Biographers 	<p>This module continues to build on students’ literacy and cognitive skills, while simultaneously supporting development in technical accuracy. Students will be able to read a wide range of texts, fluently and with good understanding, and use knowledge gained from wide reading to inform and improve their own writing. As such, they will develop efficiency and coherency in using standard forms of grammar, punctuation and spelling. They will continue to acquire and apply a wide vocabulary, alongside a knowledge and understanding of appropriate terminologies, and linguistic conventions for reading, writing and spoken language. Furthermore, students will arrive at a thorough understanding of the structure of non-fiction texts and the connectivity between the elements, thus enabling them to express their own views in an intelligent and lucid manner, adapting language and style for a range of contexts, purposes and audience.</p>	<p>Reading: Extract based analysis of language and structural features to present a range of meaning in non-fiction.</p> <p>Writing: Create an argumentative magazine article based on a given scenario.</p> <p>Speaking: Spoken presentation on a thematic issue in studied text.</p>

<p>Spring 2</p>	<p>Shakespearean Drama</p> <p>To engage in an in-depth analysis of the rudiments of the tragicomedy genre:</p> <p><i>The Merchant of Venice</i></p>	<ul style="list-style-type: none"> • Explore contextual factors relating to the play such as social hierarchy in the sixteenth century; Venice in the sixteenth century as a hub of trade and business; Anti-Semitism and the tension between Christians and Jews in the sixteenth century; the role of women in the society; the significance of race, gender, social status and power within the society. • Engage in a comprehensive investigation of the playwright's methods including techniques such as soliloquy, monologues, asides, dramatic irony. • Select and compare quotes from different characters and different acts to enable whole synthesizing information across text. • Evaluate aspects of setting, character, and events within the text. • Understand how perspective plays a role in the reading of the text and examine the play through various lens, such as from religious, social or moral perspectives. • Examine the amalgamation of the comedic and tragic genres that underpin the play. • Explore Shakespeare's ultimate message and whether or not Merchant of Venice is a morality play or a perpetuation of racial attitudes. • PCHE – Families, especially Father/Daughter Relationships, Friendships, Marriage, including forced Marriage. • Careers – Directors, Actors/Actresses, Social Historians • 	<p>Engaging with this text will allow students to build upon their understanding of Shakespearean comedy, which began at Year 7, and move towards a more in-depth exploration and evaluation of the genre's key elements. This will therefore allow students to develop their critical thinking and cognition skills, thus providing scaffolding for their experience of Macbeth at GCSE level. As such, the aim is to enable students to have an enjoyable experience reading a Shakespeare with a more serious undertone, whilst simultaneously encouraging pupils to have high standards of literacy (reading, writing and spoken language). In addition, the overarching themes explored are inextricably linked to British values, thus promoting moral ethics of tolerance and respect among students, therefore enabling their social development alongside their academic growth.</p>	<p>Reading: Discussion of theme from the perspective of a prominent character</p> <p>Reading: Extract based analysis of a prominent theme or character in the text.</p> <p>Writing: Analytical essay on a theme or character in the play.</p> <p>Speaking: Group presentation on a theme or character, for example, creating an opinionated defense from the perspective of the villain in the play. Debates on topical issue explored in the text</p>
<p>Summer 1</p>	<p>The Literary Canon:</p> <p>The Nature Poets</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Explore thematic issues of a collection of poems from an anthology of ten poems. • Understand and summarise the 'stories' being told by the poems, and connect themes with the content of the poems. • Identify independently poetic devices and explore their meanings. • Identify independently and accurately forms and structures of the different poems. • Understand and explain implicit meanings. • Understand and apply, where possible, eco-critical theory. 	<p>In studying the compilation of poems from the anthology, students will further hone core skills garnered at Year 8, as well as build on their prior knowledge to bridge the gap between KS3 and KS4. As such, studying the module will enable students to become proficient in analysis of writer's methods and create clear and coherent responses. They will also gain knowledge in the art of comparing and contrasting, as they begin to identify commonalities and differences among pieces of writing. This skill will allow them to further extend their critical thinking</p>	<p>Reading: Comparative analysis of two poems from the anthology.</p> <p>Writing: Comparative essay based on two poems.</p> <p>Speaking: Verbal presentation of own written piece of poetry or commentary.</p>

		<p>Writing:</p> <ul style="list-style-type: none"> • Use appropriate discourse markers throughout comparative essays. • Apply a wide range of vocabulary in writing, with increasing sophistication. • Use sophisticated punctuation accurately and more widely. • Write in consistent Standard English with grammatical accuracy. • Understand how to integrate contextual factors in writing. • Use judiciously-chosen quotations and embed them securely in own writing. • PCHE – Environmental issues • Careers – Journalists, Poets 	<p>and metacognition skills, as they begin to move towards a more independent way of thinking, in offering their own judgements and opinions of texts.</p>	
<p>Summer 2</p>	<p>Balloon Debate</p> <p>“You are in a hot air balloon that is losing height rapidly. It will soon crash into the side of a mountain because it is overweight. To prevent the certain death of everybody on board, only one person will be allowed to stay in the balloon.”</p>	<ul style="list-style-type: none"> • Develop research skills necessary for a formal presentation. • Develop a secure understanding of writing non-fiction texts for a specific purpose and audience. Enhance writing by closely considering paragraphing and sentence structure, varying sentence starters and punctuation, the introduction and conclusion, and opposing arguments in the planning, drafting, and redrafting process. • Make apt use of intonation, paralinguistic features and prosodic features. • PCHE – A range of ethical issues will be explored • Careers – Politicians, Journalists, Speech Writers 	<p>A balloon debate is a debate in which a number of speakers attempt to win the approval of their audience. The audience is invited to imagine that the speakers are flying in a hot-air balloon which is sinking and that someone must be thrown out if everyone is not to die. Each speaker has to make the case why they should not be thrown out of the balloon to save the remainder. Typically, each participant speaks on behalf of a famous person, profession, or fictional character.</p> <p>The debate, with its competitive element, is used to build argumentative skills in preparation for GCSE study and in particular the Spoken Language element. As such, studying the module will enable students to become proficient in their research, writing and presentation skills. The task will allow them to further extend their critical thinking and metacognition skills, as they begin to</p>	<p>Presentation in role.</p>



move towards a more independent way of learning and working.

