Year Nine English Curriculum: Society

Curriculum Intent and Rationale: The Year Nine curriculum works to establish an understanding of language as a varied communicative tool. From this, students investigate language use over time, and build on skills they developed in Y7 and Y8 - retrieval, inference, analysis and creative writing skills.

TOPIC	Animal Farm	Gender and Power	Romeo and Juliet	Writing Short Stories	Jekyll and Hyde
STAFF	MHM (9 Weeks)	(7 Weeks)	(9 Weeks)	(6 weeks)	(7 Weeks)
DATES	8th Sept - 13th Nov	16th Nov - 15th Jan	18th Jan - 22nd March - Y9 exam 25th Jan -- 16th April	19th April - 28th May	7th June - 23rd July
Data Input Reports Exams					
Key Assessment Information requiring written teacher feedback	**Reading Assessment - Extract Analysis**		**Y9 Exam - w/c 25th Jan 2027. Complete Y9 exam a week early.** Reading - Poetry - Reading - 25 marks Writing - Viewpoint - 25 marks	**Writing Assessment - Writing a Narrative**	
Overview	Students can investigate how literature is often allegorical, and how writers use literature as a tool to communicate a message. Animal Farm is short enough to allow detailed study, appreciating the writer's craft carefully. Animal Farm brings in key links about power, corruption, rules and order, lies and deceit, dreams and hopes and violence. All of these themes link with units previously studied or evident in key texts later in the curriculum.	To firstly explore viewpoint writing, centred on the Aristotelian triad of ethos, logos and pathos and builds to a 500 word speech writing re-draft that students will use for their speaking and listening. Each lesson students will be exposed to a model of powerful rhetoric, enabling focus on engagement in 'big ideas' specifically within gender and representation of women in society. This will be followed by some poetry exploring the same themes.	To explore classic works of literature and analyse language. To identify how Shakespeare presents different relationships, making comparisons with modern society and exploring his influences in modern writing.	Students will read an engaging short story and use this as a stimulus for crafting and improving their own piece of work. Students will use techniques and vocabulary to suit the audience and purpose to describe. Students will develop their spelling and vocabulary and craft their writing focusing on what they are using and the effect of this through punctuation, sentence forms, style and form.	This text allows students to engage with the Victorian era, considering how this has an impact on how writers write. The text also allows for students to access more challenging vocabulary as well as more challenging ideas such as duplicity, human nature, ambition and morality.
Main Skills	Inference and Comprehension Language and Structural Analysis	Rhetoric	Inference, Comprehension Language Analysis	Descriptive and Narrative Writing Inference and Comprehension	Inference and Comprehension Language and Structural Analysis

Vocabulary	Insufferable Disparity Rebellion Propaganda Manipulation Tyrannical Dictator Democracy Corruption Brutality	persuasion rhetoric profoundly exceed reform advocate injustice orator representation objectification	anarchy appease quixotic tempestuous uncouth patriarchy protagonist pernicious rancour denouement	ritual beguile malevolent jovial profusely intemperate merciless inscrutable buoyant tenacious	obfuscate duality troglodyte repression transgression aberration insidious eminent depravity iniquity peccadilos
Links to previous and future learning	**Future**: An Inspector Calls, Macbeth, Power and Conflict, ACC **Previous**: Richard III, Blood Brothers, Romanticism	**Future:** Paper 2 Writing skills, Unseen Poetry **Previous:** Society, Blood Brothers, Romanticism	**Future**: Macbeth - ending Y9 with Shakespeare, beginning with Shakespeare in Y10, Power and Conflict **Previous**: Henry V, Richard III, Romanticism	**Future:** Paper 1 Writing Skills **Previous**: Greek Myths, A Monster Calls	**Future**: A Inspector Calls, Power and Conflict Poetry, Macbeth **Previous**: Socety, Romanticism