

English Curriculum Plan Year 9 Hasmonean High School for Boys

Through the theme of conflict, students in Year 9 study a range of literature and focus on honing the skills and knowledge they have established and developed in Years 7 and 8. The initial text choices for this year have been chosen with a view to establishing a smooth transition into Key Stage 4. While each text focuses on the year's theme of conflict in justice, each contains challenging content, working on numerous levels of meaning. Students are expected to make connections between the purposes of the studied writers and their big ideas around power and conflict.

In term 2, the students start to study eight of the fifteen set poems from the AQA Power & Conflict anthology for Literature GCSE. These poems are studied at a slow pace in order to allow the students to fully understand the main themes and are exposed to and study non-fiction texts to support the context and the 'Big Ideas'. Students are taught to structure critical essays and get plenty of feedback in order to help them prepare for Year 10 and 11. Immediately after the end of year exams, using their knowledge from the study of non-fiction texts, the spoken language endorsement within the course prompts students to demonstrate and develop their presentation and discussion skills. Additionally, the year concludes with a brief introduction to the plot and bigger themes of *Macbeth* allowing us to draw together key ideas within this year and the Key Stage 4 programme of study. We want students to be enthused about their entrance into KS4 and Year 10. By introducing the text now, we can focus on developing an enjoyment of the play and building student confidence before they enter Year 10 and analyse the play in more depth.

Throughout the year, students will explore a range of texts as reading stimulus with real and relevant contexts, whilst also engaging with creatively with the topics and themes put forward. Students will continue to develop their critical reading skills and their ability to write effectively for a range of purposes. Additionally, the spoken language endorsement within the course prompts students to demonstrate and develop their presentation and discussion skills.



Year 9 Term 1

TOPIC: Conflict in Justice in Literature: Reading and writing fiction and non-fiction extracts.

BIG QUESTION: How do writers use methods to convey their ideas about the impact of the justice system?

CORE LEARNING:

In this unit students will read a selection of extracts, both fiction and non-fiction to build their critical and creative writing skills through a close study of several key crime texts, they will also experiment with crafting crime stories of their own.

Key Concepts

Layers of language

- Literal / metaphorical meanings
- Interpretation

Authorial Intent

- Messages and big ideas Influence of context

- Reader response
- Structure
- Plot development
 - Narrative arcs
 - Significant shifts

Why this?

Having explored themes of inequality, injustice, responsibility and relationships within various units in Years 7 and 8, students will now explore these themes and their significance in greater depth within the exciting and interesting route of crime & punishment. Furthermore, through the inclusion of this unit in the curriculum, students will develop a critical enquiry about the role of the individual within society; the nature of crime; the justice system and conflicts that result from the relationship between them. Through a variety of fiction and non-fiction texts, including Shakespeare, 19th, 20th and 21st century texts- from prose & poetry students will build on their existing knowledge of writers' choices and methods in texts of increasing challenge and within new contexts, so they will provide a secure foundation for their future learning and appreciation of literature and writers' craft and how these can foster critical questions about ourselves and society.

Why now?

Each text studied builds on the explicit knowledge framework that students have used across Years 7 & 8 and moves them closer to mastering the knowledge and skills needed in their poetry anthology in Term 2 and, later, their GCSEs. Learning sequences are framed as enquires that students must consider carefully, ask themselves and answer to achieve progress. This compliments the idea that they are 'Literary detectives'- similar to the detectives they will be studying. All learning activities and experiences help prepare students for the extended written analysis using a WHAT/HOW/WHY structure, which is the central backbone for all Language and Literature analysis.



Year 9 Term 2 and Term 3 part 1

TOPIC: Conflict Poetry- Studying eight poems from the Power & Conflict cluster together with non-fiction texts relating to the poets' big ideas.

BIG QUESTION: How do writers communicate ideas about different conflicts in their writing and how do the presentations of conflict compare between different writers?

CORE LEARNING:

Students will analyse the key aspects of the poems in the Power and Conflict cluster of the AQA anthology in depth and detail: War, life & death, sacrifice, abuse of power, power of nature, childhood & innocence, decay, identity, inequality, suffering, bravery

Key Concepts

- Reading, understanding and responding to texts and using textual references, including quotations to support and illustrate interpretations.
- Maintaining a critical style and developing an informed personal response.
- Analysing language, form and structure used by writers to create meanings and effects, using relevant subject terminology where appropriate.
- Showing an understanding of the relationships between texts and the contexts in which they were written.

Why this?

Time to understand the culture/context

Studying eight poems from the *Power and Conflict* cluster of the anthology where the focus is on the different types of conflict, specifically as a result of war, enables students to draw on prior knowledge of these themes and ideas. Through their exploration of their key stage 3 studies and their knowledge from the first term, the students are well positioned to engage with not only the literal, tangible ideas of power and conflict but also the more metaphorical manifestations of these themes as well. The slow and more focused introduction to GCSE texts allows the students time to build their knowledge of the importance of context and being exposed to a poet's message. As these poems are much shorter in comparison to the full texts they will later study, the students can apply and build upon the knowledge needed to write considered critical essays and then build on this to compare different writers' themes. This careful critical analysis is also applied to the study of non-fiction texts related to the themes and contexts for many of the poems. The order for studying each poem is carefully planned so the students build up and connect common themes and knowledge.

Why now?

The broad spectrum of power and conflict within the anthology means that exploring these poems now, in the middle of year 9, students have a time to build a wider bank of knowledge and cultural capital to draw upon in order to aid their interpretations of these texts and refer to in Years 10 and 11. Additionally, the exploration of poems which explore the ideas of identity; societal expectations and internal conflict will all serve to support students further with their studies of *Macbeth*, which will form the basis of their first unit in Year 10 together alongside the final seven poems from the cluster.



Year 9 Term 3 part 2

TOPIC: Spoken Language Endorsement

BIG QUESTION: How can I present my ideas effectively and persuasively? How can I listen and respond to questions, whilst effectively developing my responses?

CORE LEARNING:

Students will learn how to present information and ideas effectively and persuasively for a prepared spoken presentation. Students will develop their skills in listening and responding to questions and feedback.

Key Concepts

- Demonstrating presentation skills in a formal setting.
- Listening and responding appropriately to spoken language, including to questions and feedback on presentations. Using spoken Standard English effectively in speeches and presentations.

Why this?

Effective oracy is a vital skill and one which has a myriad of benefits in all areas of life. Confidence and efficacy in verbal communication play a critical role in supporting students' transitions into further and higher education, training and employment. Additionally, the social benefits are manifold; spoken language skills provide students with the ability and opportunity to express their thoughts, feelings and emotions as well as to interact positively with peers and adults.

Why now?

Through their study of non-fiction texts connected with the poems studied in the previous unit, students have explored how writers communicate their message to a reader and audience their skills in both persuasive writing and speech writing. This means that students are perfectly positioned at this point in their course to address the demands of the Spoken Language Endorsement.



Year 9 Term 3

Part 3

TOPIC: The Destructive Influence of Power and how it creates conflict: Introducing the play *Macbeth*

BIG QUESTION: How and why does Shakespeare present conflicting voices in this play and for what purposes?

CORE LEARNING:

This short unit introduces Shakespeare's *Macbeth*. It aims to introduce the key ideas explored throughout the year thus providing a smooth transition into Year 10. The unit aims to build student confidence and enthusiasm for the start of their GCSE study of *Macbeth* in Year 10 and dispel any fears

Key Concepts

Authorial Intent

- Messages and big ideas Influence of context

Structure

- Plot development

Why this?

The final unit of the year draws together the key concepts of each of the units studied throughout the year: it raises questions of leadership and the balance of power; it invites us to consider the position of women in society; and it builds upon the ideas of the supernatural and subverting the norm.

Why now?

Placing this unit in the final few weeks of Year 9 allows students to be familiar with the plot and some of the themes of *Macbeth* to have a smooth and confident transition into Year 10 when we start to study the play in more detail.