

Year 9 LTP 2023 – 2024

NOTE: there is an expectation that SPAG is revised both explicitly in the form of quizzes/ retention activities at the beginning of each lesson and implicitly within each learning sequence and as homework tasks

Date	Curriculum Intent
Autumn Term 1 X4 weeks SPAG 1	Narrative writing: Students revisit and consolidate prior learning of narrative writing. Students extend existing knowledge by deconstructing traditional narrative forms and constructing their own narrative using a wide range of literary texts and reading stimulus. Whole class and group discussion will underpin narrative choices.
The Tapestry of Life – Learning Journey Y9-11	
Autumn Term 1 X3 weeks SPAG 1	Drama: Students revise knowledge of Shakespearean context and dramatic form and apply it to a study of <i>The Seven Ages of Man</i> from ‘As You Like It’. They consider the stages of life and use Shakespeare as a springboard to extend their oracy skills when discussing and exploring their own personal aspirations. Poetry: Students revise their existing knowledge of poetic language/form and structure and analyse and extend to compare x2 poems linked to the theme of life journeys. Students are encouraged to discuss their views with their peers and present at class level with opportunities to interrogate viewpoint. Students will be given reading tasks to complete at home.
HALF TERM	
The Experience of School	
Autumn Term 2 SPAG 1	Reading: Class novel ‘ <i>A Kestrel for a Knave</i> ’ by Barry Hines Students consolidate reading skills: inference and deduction, and analysis of writer’s craft and extend knowledge of structural devices. Students develop their critical reading and analytical skills by evaluating the success of a writer’s purpose. Students are encouraged to appreciate the novel’s contextual significance when evaluating writer’s intention. Students discuss aspects of characterisation at peer/ group and whole class level. Writing: Students consolidate prior learning and extend forms of narrative writing with adopting the persona in the monologue form Students will be given reading to complete at home.
CHRISTMAS HOLIDAY	
The Unexplained	

<p>Spring Term 1</p> <p>SPAG 2</p>	<p>Reading: Students will read a range of fiction, non-fiction and media texts linked to the theme of unexplained phenomena. Students will develop their ability to synthesise texts, finding and commenting on comparisons between texts. Students will use media structures to make connections to prior learning of narrative structural devices and develop the notion of structural tension at holistic level 'twist in the tale'.</p> <p>Writing: Students will consolidate learning from narrative, and prior learning of non-fiction/discursive writing and generic technical accuracy and extend disciplinary knowledge further when adapting writing for non-fiction purpose.</p> <p>Students' disciplinary vocabulary is extended further to aid knowledge and fluency across SL, reading and writing.</p> <p>Spoken Language: Throughout the unit, students are actively encouraged to develop their oracy skills during peer/group/ class discussion.</p>
<p>Spring Term 2</p>	<p>Belonging – The Search for Identity</p>
<p>SPAG 2</p>	<p>Reading: Students read a non-fiction autobiographical extract to revisit prior knowledge learned in History regarding the Holocaust. Students develop their evaluation skills.</p> <p>Drama: Students read 'Kindertransport' and extend their understanding of how a playwright's dramatic devices contribute to overall impact. Students critical reading and how to frame an argument is extended and students learn how to embed contextual detail to support views.</p> <p>Spoken Language: Students present views about genocide (prepares for Macbeth unit 'Study of Evil': Auschwitz survivor) and conflict in dramatic form in 'Journey's End' at GCSE level in Y10.</p>
	<p>HALF TERM</p>
<p>Summer Term 1</p> <p>SPAG 2</p>	<p>Drama: Shakespeare and search for identity. Students make connections with prior learning and Kindertransport in terms of dramatic craft, as well as attitudes to outsiders and refugees. Students read a range of Shakespearean texts looking at genre conventions, context, dramatic form and evaluation skills, focusing on ideas of identity and culture.</p> <p>Spoken language: Students are encouraged to discuss central themes of the texts, and to evaluate Shakespeare in the modern world.</p> <p>—</p> <p>Poetry: Students consolidate prior learning, revisit and extended regarding poetic language/form/ structure. Focus on extended metaphor and holistic structure. Students study poems from different cultures to deepen their appreciation of tolerance of diversity and the importance of cultural identity. Students will learn how to structure a response comparing two poems. This prepares students for a comparative GCSE style question after half term.</p>
<p>ROLL OVER to Y10</p>	