

Date	Curriculum Intent
<p>Autumn Term 1</p> <p>Baseline</p> <p>4x weeks</p> <p>SPAG 1</p>	<p>Narrative Writing: Baseline Assessment</p> <p>Students revisit and consolidate prior learning of narrative writing. Students extend existing knowledge by deconstructing traditional narrative forms and construct their own narrative using a wide range of literary texts and reading stimulus.</p> <p>Whole Class and group discussion will underpin narrative choices, together with modelled examples.</p>
<p>7 Ages of Man –</p> <p>Beginning the Tapestry</p> <p>of Life</p> <p>Kes Begins</p>	<p>Drama: Students revise knowledge of Shakespearean context and dramatic form and apply it to study ‘The Seven Ages of Man’ 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.</p> <p>Reading: Childhood Experiences: Class novel ‘<u>A Kestrel for a Knave</u>’ by Barry Hines</p> <p>Students consolidate reading skills: inference and deduction, and analysis of writers’ craft and extend knowledge and analytical skills by evaluating the success of a writer’s purpose.</p> <p>Students are encouraged to appreciate the novel’s contextual significance when evaluating writer’s intention.</p> <p>Students discuss aspects of characterisation at peer/group and whole class level.</p> <p>Writing: Students consolidate prior leaning and extend forms of narrative writing with adopting the persona in the monologue form.</p> <p>Students will be given reading to complete at home.</p> <p>Oracy: Students formally debate schooling and the education system.</p>
	<p>Reading of Kes continues (see above for content)</p> <p>Year 9 Assessment before Christmas, looking to evaluate the ending of the novel.</p>
Christmas Break	

<p>Spring Term 1</p> <p>SPaG Test #2</p> <p>Kindertransport</p>	<p>Belonging and Cultural Identity: <u>Kindertransport</u> (class drama text)</p> <p>Reading: Students read a non-fiction autobiographical extract to re-visit prior knowledge learned in history regarding Holocaust (e.g. Happiest Man Alive). Students develop their evaluation skills.</p> <p>Drama- Kindertransport by Diane Samuels: students 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>Assessment: Reading An examination of Samuels' dramatic techniques in a key scene.</p> <p>Oracy: Students present views about genocide (prepares for Macbeth unit and 'Study of Evil': Auschwitz survivor) and conflict in dramatic form.</p> <p>Revision of rhetorical techniques to prepare for GCSE</p>
Half Term Break	
<p>Spring Term 2</p> <p>The Unexplained</p>	<p>The Unexplained: Shared Cultural Identity and Folklore</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.</p> <p>Oracy: Students research and discuss local and national and global folklore.</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. Students' disciplinary vocabulary is extended further to aid knowledge and fluency across SL, reading and writing.</p> <p>Formal Assessment: Writing Transactional (non fiction) writing based upon prescribed stimulus</p>
Easter Break	

<p>Summer Term</p> <p>SPAG Test #3</p>	<p>Drama: Shakespeare, and Identity and Diversity A selection of Shakespearean extracts exploring the many genres of Shakespeare's dramatic forms. Reading: Students will closely examine a range of Renaissance extracts focusing upon dramatic form, and key themes. Alongside these, students will read a range of critical non fiction and contextual articles. Oracy: Students will discuss and debate key themes arising from the reading texts.</p> <p>Students make connections with prior learning, re-visit and extend regarding poetic language/form/structure. Focus on extended metaphor and holistic structure.</p> <p>Writing: Students will look ahead to GCSE key skills (thinking of Macbeth for GCSE), and technically analyse dramatic form.</p> <p>Timetable rolls forward to Year 10</p>
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