

Jesmond Park Academy, English Long Term Plan

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study as well as what has been previously taught at KS3. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Marginalised Voices					
Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
Mastery Writing	<p>Grammar content includes: subordinate clauses; quantifiers; fragmented sentences for effect; sentencing for effect; rhetorical devices - anaphora, hypophora, parallelism etc; paragraphing for effect.</p> <p>Writing content includes: argumentative writing; introducing examples; writing a thesis; writing an introduction; 'because, but, so' counter-arguing; writing a complete non-fiction argument.</p>				
(HT1 & HT2) <i>The Book Thief</i>	<p>'The Book Thief' offers a powerful and challenging narrative through which students will learn about the power of words, kindness, cruelty, the effects of conflict, death, dictatorship, hatred and stealing.</p> <p>Students will learn about atypical narrative structures, the importance of narrative voice and how language can be used to create meanings and craft effect.</p> <p>Contextually, the text covers aspects of WW1 & WW2 which will help prepare for 'An Inspector Calls' and conflict poetry in years 10 and 11. Exploring representations of death also helps prepare students for 'A Christmas Carol' & wider reading in English language at KS4.</p>	<ul style="list-style-type: none"> ● Narrative structures ● Conventions of narrative writing ● Representations of death throughout literature ● Representations of conflict ● Morality ● Context of WW2 - Nazi Germany 	<p>Tier 3</p> <ul style="list-style-type: none"> ● Symbolism ● Flashback ● Synaesthesia ● Non-Linear Narrative ● Ambiguity ● Colour Imagery ● Irony ● Omniscient narrator ● Epistolary ● Unreliable Narrator <p>Tier 2</p> <ul style="list-style-type: none"> ● Legion ● Abhorrence ● Hiatus ● Deluge 	<ul style="list-style-type: none"> ● Reading - develop an appreciation and love of reading through reading a wide range of fiction and nonfiction, in particular whole books. ● Reading - understand increasingly challenging texts through learning new vocab, making inferences and referring to evidence. ● Reading - read critically through knowing how language, vocab choice, grammar, text structure and organisational features present meaning. ● Reading - read critically through studying setting, plot, characterisation, and the effect of these. ● Writing - write accurately, fluently, effectively and at length through stories, scripts, poetry and other imaginative writing. 	

			<ul style="list-style-type: none"> ● Culminate ● Prolific ● Pensive ● Animosity ● Depleted ● Plethora 	<ul style="list-style-type: none"> ● Writing - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. ● Writing - plan, draft, edit and proofread. ● Grammar and Vocab - study the effectiveness and impact of grammatical features of the texts they read. ● Spoken English - using SE confidently in a range of formal and informal contexts, including classroom discussion. 	
(HT3) Non-fiction writing: Expressing a Viewpoint	Students will explore a selection of historical and contemporary speeches, letters and articles to explore how people can use their voice to make a difference in the world to fight injustice and inequality. Students will then apply their knowledge of complex vocab and grammatical structures to produce a clear argument. This builds upon the work completed in term 1 of Year 8.	<ul style="list-style-type: none"> ● How to structure a speech ● Rhetoric ● Purpose, audience and form. ● Knowledge and application of a range of sentence and grammatical structures for effect. 	<p>Tier 3</p> <ul style="list-style-type: none"> ● Pronouns ● Anaphora ● Climax ● Emotive language ● Subordinate clause ● Embedded clause ● Statistic ● Rhetoric ● Hypophora ● Parallelism <p>Tier 2</p> <ul style="list-style-type: none"> ● Resonate ● Forge ● Abject ● Plausible ● Proliferate ● Languish ● Counterparts ● Unabashed ● Demographic ● Barbed 	<ul style="list-style-type: none"> ● Reading ● - develop an appreciation and love of reading, and read increasingly challenging material through non fiction texts. ● Reading - understand increasingly challenging texts through knowing the purpose, audience and context of the writing. ● Reading - knowing how language, vocab choice, grammar, text structure and organisational features present meaning. ● Writing – summarising and organising material, and supporting ideas and arguments with any necessary factual detail. ● Writing – drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of the writing. ● Grammar and vocab - drawing on new vocab and grammatical constructions to achieve particular effects. ● Grammar and vocab – knowing and 	

			<ul style="list-style-type: none"> • Cascading 	<p>understanding the differences between spoken and written language.</p> <ul style="list-style-type: none"> • Spoken English – participating in formal debates and structured discussions. 	
<p>(HT4) Introduction to Edwardian England and ‘An Inspector Calls’</p>	<p>This unit will begin with a close analysis of WW1 poetry in order to contextualise the early twentieth century. Extracts from the novel ‘Things a Bright Girl Can Do’ will then set the scene for the Suffragette movement which is important in order to understand the context of ‘AIC’ . Students will then read the full text of ‘AIC’ whilst also performing extracts from the play. Thematic links to other KS3 texts will be explicitly referenced e.g. abuse of power in ‘ACC’.</p>	<ul style="list-style-type: none"> • Characterisation – how and why characters are presented in different ways. • Language analysis – close word level analysis of key scenes and specific devices used. • Dramatic and staging devices and the impact on the audience. • Context - Edwardian era, WW1 and post WW2. 	<p>Tier 3</p> <ul style="list-style-type: none"> • Iambic pentameter • Trochaic meter • Pararhyme • Propaganda • Suffragette • Edwardian era • Dramatic irony • Cyclical narrative • Capitalism 	<ul style="list-style-type: none"> • Reading - develop an appreciation and love of reading through poetry. • Reading - read critically through recognising a range of poetic conventions and understanding how these have been used. • Reading - making critical comparisons across texts. • Writing - well structured formal expository and narrative essays. • Writing- plan, draft, edit and proofread. • Grammar and vocab - using SE confidently in their own writing and 	

		<ul style="list-style-type: none"> Context - political ideology of socialism and capitalism. 	<ul style="list-style-type: none"> Socialism <p>Tier 2</p> <ul style="list-style-type: none"> Patronising Pompous Callous Superficial Contemptuous Conceited Intimidating Provincial Prosperous Wretched 	<p>speech.</p> <ul style="list-style-type: none"> Grammar and vocab - confident use of linguistic and literary terminology. 	
(HT5) Dramatic Monologues	<p>Students will study a selection of dramatic monologues from poetry from various time periods ranging from, Shakespeare, 19th century poetry through to contemporary poetry. Students will explore in depth how writers use language, form and structure to create an authentic character voice which will support their work on creative/narrative writing next half term. Students will build upon their prior knowledge of poetic and dramatic form from Years 7 and 8 to explore a selection of more challenging monologues in this unit of work. In addition, a key focus is for students to develop their understanding of how to compare complex poems at a linguistic, structural and thematic level which will prepare them for comparative essay writing at Key Stage Four.</p>	<ul style="list-style-type: none"> Conventions of a dramatic monologue - poetry. Knowledge of poetic form and structure. Knowledge of sophisticated poetic techniques. Knowledge of how to compare poems linguistically and structurally 	<p>Tier 3</p> <ul style="list-style-type: none"> Context Convention Chorus Dramatist Monologue Dramatic monologue Enjambment Hyperbole Perspective Trope Rhetoric <p>Tier 2</p> <ul style="list-style-type: none"> Exultation Fidelity Dowry Conformity Tedium Grotesque Misogyny Patronise Slewed 	<ul style="list-style-type: none"> Reading - develop an appreciation and love of reading, and read increasingly challenging material through contemporary literature and Shakespeare. Reading - read critically through knowing how language, vocab choice, grammar, text structure and organisational features presents meaning. Reading - studying a range of authors. Writing - writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays. Writing - plan, draft, edit and proofread. Grammar and vocab - studying the effectiveness and impact of the grammatical features of the texts they read. Grammar and vocab - confident and precise use of linguistic and literary terminology. 	

			<ul style="list-style-type: none"> • Apothecary 	<ul style="list-style-type: none"> • Spoken English - improvising, rehearsing and performing play scripts. 	
(HT6) Creative Writing: Diverse Voices	<p>As Year 7 focused on how writers establish narrative character and voice and Year 8 focused on how writers establish setting, time and place, Year 9 moves to a more conceptual level to examine how writers explore and address power and freedom in literature. As students mature, they can engage with concepts around political and personal power in the arenas of colonialism, race and ethnicity, gender and disability through the text studied. The texts will be increasingly challenging from those studied in Years 7 and 8 and will include a wider range of unusual narrative perspectives, non-linear narrative structures and more complex themes and issues. Students will also be introduced to some basic literary theory to prepare them for a deeper study of the KS4 texts.</p>		<p>Tier 3</p> <ul style="list-style-type: none"> • Characterisation, • Ambiguity • Stream of consciousness narrative • Motif • Juxtaposition • Non-linear narrative • Pathetic fallacy • Extended metaphor • Foreshadowing • Narrative perspective <p>Tier 2</p> <ul style="list-style-type: none"> • Translucent • Ashen • Sweltering • Preceding • Intolerable • Acrid • Citadel • Sultry • Sujugated • Lugubrious 	<ul style="list-style-type: none"> • Reading - develop an appreciation and love of reading, and read increasingly challenging material through seminal world literature. • Reading - understand increasingly challenging texts through knowing the purpose, audience and context of the writing. • Reading - learning new vocabulary, relating it explicitly to known vocab. • Reading - knowing how language, vocab choice, grammar, text structure and organisational features present meaning. • Writing - stories, scripts and other imaginative writing. • Writing - apply their growing knowledge of vocab, grammar and text structure to their writing. • Grammar and vocab - drawing on new vocab and grammatical constructions to achieve particular effects. • Spoken English - using SE confidently in a range of formal and informal contexts. 	