



Year 9 Curriculum Intent

In Year 9, the English curriculum explores extraordinary lives and cultures across both time and geography. We challenge students to engage with texts with critical thinking and empathy. The Year 9 curriculum provides students with significant insight into the lives of others from different cultures and countries. In Term 1, students read Mulligan's *Trash*, set in the trash mountains of the Philippines, following the lives of 3 children who hope to escape poverty; in Term 2, students study poetry, prose and non-fiction texts from other cultures, reading seminal authors such as Moniza Alvi with *Presents from my aunts in Pakistan*, Caleb Femi's *Thirteen* and Benjamin Zephaniah's *Terror Kid*. In Term 3, students study RC Sherriff's 'Journey's End', WW1 and the sacrifice of a generation of young men on the Western Front.

Every term, students study a language skill to consolidate and build on prior learning, strengthening both their oracy and written communication. In Term 1, students revisit article writing; in Term 2, alongside the Cultures Unit, students revisit speech writing; in Term 3, students return to fiction writing, preparing for GCSE Language Paper 1, Section B.

Year 9 Curriculum Overview

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Trash	Article Writing	Cultures Unit	Speech Writing	Journey's End	Original Writing
Key Question					
Where does value truly lie?	How can we use news articles to influence viewpoint and create social change?	What is intrinsic and universal in human nature?	How can we use speech powerfully to express our ideas and create influence	How has conflict and the use of power influenced lives through history?	How can we use imagination and structure to build our descriptive writing
Key Vocabulary					
1. Avarice 2. Degradation 3. Favella 4. Humanitarian 5. Impoverished 6. Integrity 7. Naivety 8. Privilege 9. Tenacity 10. Vulnerability	1. Bias 2. Dispassionate 3. Manipulation 4. Neutrality 5. Non-partisan 6. Objectivity 7. Perspective 8. Persuade 9. Subjectivity 10. Viewpoint	1. Culture 2. Emancipation 3. Ethnicity 4. Intrinsic 5. Migration 6. Multiculturalism 7. Refugee 8. Suppression 9. Universal 10. Vilification	1. Articulate 2. Assertive 3. Contemporary 4. Credibility 5. Debate 6. Fluency 7. Gesticulation 8. Paralinguistics 9. Pitch 10. Tone	1. Dependency 2. Disillusionment 3. Hypermasculinity 4. Objectification 5. Patriotism 6. Pitiable 7. Propaganda 8. Romanticisation 9. Sacrifice 10. Trauma	1. Adorn 2. Aquiver 3. Cacophony 4. Diminishing 5. Euphony 6. Florid 7. Pungent 8. Spartan 9. Querulous 10. Ubiquitous

	The knowledge you will need to recall:	How you will apply this knowledge:	This links to:
1	Trash - The conventions of adventure mystery and epistolary. - Setting of Smokey Mountains, slum tourism and Freytag's arc. - Structural methods, including multi-narrative and the epistolary. - Antagonist, protagonist, villain & absent hero, static & dynamic characters. - Treatment of themes, such as good & evil, life & death, place & time. - How to write analytically about language using What, How, Why. - How to write analytically about structure, using What, Where, Why.	- Show understanding of adventure mystery by exploring theme, plot & character. - Show understanding of the epistolary genre, exploring effect. - Exploring attitudes toward social class, wealth and humanitarian aid. - Exploring use of multi-narrative in creating suspense, tension and mystery. - Exploring methods in creating meaning, such as nominative determinism. - Responding to analytical questions, using the appropriate framework.	KS4: In Literature, students apply understanding of the mystery genre to <i>An Inspector Calls</i>; link topics of inequality and exploitation to Dickens' <i>A Christmas Carol</i>; apply understanding of character type. In Language Paper 1, students need to show understanding of genres and character types.
2	Article Writing - Significance of media and articles in reporting current news affairs. - How purpose determines content, language & tone. - Conventions of articles, such as headlines, standfirsts & pull quotes. - Article structures, using DROP, ZOOM, SHIFT, ECHO. - Conventions such as 5Ws, facts, statistics, emotive language. - Employment of a range of sentence types and structures.	- Enjoying and accessing news media, such as BBC Newsround and articles. - Identifying how audience and purpose inform content, tone and language. - Discussing propaganda, state media, censorship and suppression of a free press. - Identifying and applying language and structural features in article writing. - Crafting a speech, using the DROP, ZOOM, SHIFT, ECHO frame. - Utilising a range of sentence types and re-drafting work for accuracy & effect.	KS4: In Language, students study non-fiction texts and transactional writing, preparing for Language Paper 2, Section A (reading) and Section B (writing). They utilise understanding of viewpoint, perspective and write articles.
3	Cultures Unit - Conventions of various poetic forms and prose genres. - Understanding of culture, multiculturalism and ethnicity. - Contemporaneous & modern attitudes toward race, religion and culture. - Treatment of themes, such as love & hate, and identity. - How to write analytically, utilising What, How, Why. - How to write analytically about structure, using What, Where, Why.	- Defining vocabulary, such as multiculturalism and ethnicity. - Reading texts and engaging critically in discussion about identity, society and culture. - Discussing and writing about social commentary and writer's intentions. - Discussing and comparing contemporaneous & modern audience responses. - Analysing and annotating for structural and linguistic features. - Responding to analytical questions, using the appropriate framework.	KS4: In Literature, students study poems linked to identity and culture, such as Agard's <i>Checking out me history</i> and Imtiaz Dharker's <i>Tissue</i>. In Language Paper 2, students analyse two non-fiction, exploring how context informs viewpoint and perspective.
4	Speech Writing - Significance of speeches in history, society and activism. - Meaning of terms such as orator, rhetoric, logos, ethos & pathos. - Conventional features of powerful speech delivery. - Understanding of how purpose and audience affect speech writing. - Conventions of speeches, such as rhetorical & linguistic methods. - Structuring a speech, applying DROP, ZOOM, SHIFT, ECHO.	- Annotating and analysing speeches, such as Emma Watson's <i>HeForShe</i>. - Identifying how audience and purpose inform content, tone and language. - Listening to, analysing and delivering speeches to develop oracy skills. - Identifying & using rhetorical methods, including hypophora, anecdote & statistics. - Exploring and challenging counterpoints. - Crafting a speech, using the DROP, ZOOM, SHIFT, ECHO frame. - Utilising a range of sentence types and re-drafting work for accuracy & effect	KS4: In Literature, students study texts with speeches and monologues, such as <i>My Last Duchess</i>, <i>A Christmas Carol</i>, <i>An Inspector Calls</i> and <i>Macbeth</i>. In Language, students apply understanding to write a speech and use oracy skills to deliver their speech for their Spoken Language Endorsement.
5	Journey's End - Conventions of tragedy, such as the tragic hero, bathos & pathos. - Setting of the Western Front WW1, 1917, and boy soldiers. - Contemporaneous & modern audience ideas on masculinity & war. - Treatment of themes, such as love & hate, identity and place. - Playwright's use of staging, prop, action and language technique. - How to write analytically, utilising What, How, Why.	- Defining vocabulary, such as tragedy, bathos, and pathos. - Engaging critically in discussion about identity, culture, and masculinity. - Show understanding of tragedy by exploring theme, plot and character. - Reading for meaning and aloud, developing fluency, pace, tone, and volume. - Discussing and comparing contemporaneous & modern audience responses. - Annotating and exploring the effect of writer's methods. - Responding to analytical questions, using the What, How, Why frame. - Enjoying and accessing a film adaptation of the play, <i>Journey's End</i>.	KS4: In Literature, students study texts on the topic of war and masculinity, such as <i>Charge of the Light Brigade</i>, <i>Kamikaze</i>, <i>Exposure</i> and the tragedy <i>Macbeth</i>. In Language, students and use oracy skills to deliver their speech for their Spoken Language Endorsement.
6	Original Writing - Conventions of narrative writing, like narration, action & description. - Coherent narrative stances, using first, second & third person.	- Reading short stories and evaluating conventions and structure. - Practising transitions to second person for effect.	KS4: In Language, students study fiction texts, preparing for Language Paper 1, Section A (reading) and Section B (writing).



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Key Question	Where does value truly lie?	How can we use news articles to influence viewpoint and create social change?	What is intrinsic and universal in human nature?	How can we use speech powerfully to express our ideas and create influence	How has conflict and the use of power influenced lives through history?	How can we use imagination and structure to build our descriptive writing
Spell It	HW 1 Spell 20: 10 Key Terms & 10 Terms	Spell 20: 10 Key Terms & 10 Terms	Spell 20: 10 Key Terms & 10 Terms	Exam Revision: Section A: Reading	Spell 20: 10 Key Terms & 10 Terms	Spell 20: 10 Key Terms & 10 Terms
	HW 2 Cultural Capital: Non-Fiction Vocabulary	Comprehension Non-Fiction Vocabulary	Comprehension Non-Fiction Vocabulary	Exam Revision: Section B: Writing	Research Task: Wilfred Owen - Poet	Article Planning Task: Another Battle
Review it	HW 3 Cultural Capital: Non-Fiction Questions	Comprehension Non-Fiction Questions	Comprehension Non-Fiction Question	Technique Recognition: Rhetorical Methods	Multiple Choice Quiz Journey's End	Article Writing Task: Another Battle
	HW 4 Punctuation: Colons	Article Writing: Planning Stage	Multiple Choice Quiz: Trash	Spell 20: 10 Key Terms & 10 Terms	Poetry Annotation: Anthem Analysis	Multiple Choice Quiz Original Writing
Apply it	HW 5 Multiple Choice Quiz: Year 7-8 Recall	Multiple Choice Quiz: Non-Fiction & Rhetoric	Evaluative Thinking Under the Equator	The Writer's Voice Establishing Ethos	Grammar: Active & Passive Voice	Golden Paragraphs: Plan & Write a Short Story
	HW 6 Writing Task: Language Analysis What, How, Why	Article Writing Writing Stage	Punctuation: Semi-Colons	The Writer's Voice Establishing Logos & Pathos	Comprehension Task Story Analysis	SPaG Test: End of KS3
Beyond the curriculum						