



Academic Year <u>Year 9</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	A key focus within Year 9 is to prepare students for the demands of the GCSE papers. With this in mind, lessons and units are structured to replicate skills required in the exam papers and to ensure students have stamina in their writing.		
Autumn Term	Shakespeare Play: Romeo & Juliet Reading and Writing Skills Introduction to Unseen Poetry	Key Skills: <ul style="list-style-type: none"> carefully select clear examples from the text accurately use a range of subject terminology discuss connections across the whole text draw insightful inferences from passages explore relevant links to context (historical and social) demonstrate an understanding of the writer's craft. explore how the work of dramatists is communicated effectively through performance. Students will explore poems by Raymond Antrobus, Jackie Kay, Carol Ann Duffy and Kae Tempest. These poems address themes and subjects like disability, sexuality and gender. By introducing students to their work, it is hoped that students may momentarily glimpse the world through a different set of eyes and, in doing so, develop a greater sense of understanding and respect for communities of people. 	Autumn A: Reading EMB: close analysis of an extract (exam style question). EMB Therapy/Challenge: close analysis of a different extract (acting on feedback from previous assessment) Autumn B: Writing Oracy Assessment: Presentation of their Juliet boxes. EMB: Description of an image taken from the play. (exam style task) EMB Therapy and Challenge: Description of another image after having received feedback.



Spring Term	World Literature: Piecing Me Together Reading and Writing Skills	<p>Key skills:</p> <ul style="list-style-type: none"> ○ increase students' access to more books by writers of colour and those from minority ethnic backgrounds. ○ introduce our students to a diverse range of writers from Britain and beyond. The final year of KS3 is a great time to study such an engaging and challenging module. ○ to create a passion for literature and to introduce our students to a variety of perspectives and challenging reading materials. <p>We hope to, in our own small way, to help change this statistic by exposing our students to an extensive range of prominent authors and by studying a novel which has been accurately described as “an in-depth meditation on how race, class, and gender all intersect in the body, mind, and story of one girl and her community.”</p>	<p>Spring A: Reading</p> <p>EMB: Reading assessment. Students will explore Watson's presentation of a theme.</p> <p>EMB Therapy/Challenge: reading assessment. Students will use feedback from their previous assessment to explore Watson's presentation of a different theme.</p> <p>Spring B: Writing</p> <p>Oracy Assessment: Presentation of their identity collages to the class.</p> <p>EMB: writing assessment inspired by the novel.</p> <p>EMB Therapy/Challenge: writing assessment. Students will use feedback from their previous assessment to explore Watson's presentation of a different theme.</p>
Summer A	Language in the Modern World – An Exploration of Contemporary Issues Writing Skills	<p>Key skills:</p> <ul style="list-style-type: none"> ○ In this module, our students will examine environmental issues, medicine and language, race and identity, and gender equality. ○ Students analyse language, and they explore how language operates in society. ○ Students study different styles of writing and create their own versions. ○ Compare how writers convey identity considering different genres, purposes and audiences, and they learn specific 	<p>EMB: writing assessment. Speech about the environment.</p> <p>Therapy/Challenge: writing assessment. A letter to their local MP about issues in the NHS.</p>



		<p>linguistic terminology to identify, label, sort and analyse language.</p> <ul style="list-style-type: none"> ○ In addition, they will make links to history, geography and sociology. 	
Summer B	<p>Introduction to GCSE Literature: Power & Conflict Poetry Reading Skills</p>	<p>Key skills:</p> <p>In their final half term, our students will be introduced to the first six poems in their poetry anthology. This is the first time they will be exposed to the texts that may appear in their GCSE exam. In relation to promoting mental well-being, mental health issues such as depression, hallucinations, suicidal thoughts, PTSD, addiction, paranoia, and personality disorders are explored in our poetry texts.</p> <ul style="list-style-type: none"> ○ analyse poetry using appropriate technical terminology and methodology ○ evaluation of a writer's choice of vocabulary, grammatical and structural features ○ examining and evaluating how language, structure, form and presentation contribute to quality and impact ○ using linguistic and literary terminology for evaluation ○ display insight into the author's craft; analyse the influence of literary context; and compare poems. 	<p>EMB: comparison of Remains and another poem which presents ideas about conflict.</p> <p>End of year assessment: reading assessment based on an extract from 'Piecing Me Together' and a writing assessment based on transactional writing skills.</p>