



### Learning Aims and Curriculum Intent:

English in Year 9 at Forest is about continuing engagement with literature and the use of language. Students will read at least one full novel, and study poetry and drama, considering how these forms differ and why an author might choose to use them. They will explore how the context of an author impacts the way in which they write – their motives and messages – and learn to include this in their analysis of the texts. They will continue to develop the skills of selecting quotations and analysing them and will hone how they plan and structure analytical essays. They will continue to apply the skills they have learned through exploring literature to their own writing, and further develop their own writing, focusing on suiting purpose, genre and audience while still maintaining originality and creativity.

They will have one reading lesson per cycle, in which they will read a text of their own choice. They should try to read a variety of genres and text styles, utilising their teachers and the library for recommendations and reading lists.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p><b>1. Shakespeare</b></p> <p>Students will study a play from Shakespeare (<i>Romeo and Juliet</i> OR <i>Julius Caesar</i>).</p> <p>They will explore:</p> <ul style="list-style-type: none"> <li>the context of Shakespeare’s world and how it affects his writing</li> <li>the language and structure of the text and how to unpick its complexities</li> <li>how performance can create character as well as the text itself</li> <li>the structure of the play and how it comes together as a whole</li> </ul> <p><b>2. Literature of conflict – poetry, prose, plays and non-fiction</b></p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>how conflict is presented in a variety of texts</li> <li>close analysis of language, structure and form and how these impact meaning</li> <li>how to present a new text to an audience</li> <li>researching and analysing independently</li> </ul>	<p>Close reading of language and structure Analysis of how characters are created Exploration of themes and how different readers might experience them differently Evaluation of how culture and context affect the writing of the plays and our reading of texts</p> <p>Analysis of language, structure and form Structuring and planning a presentation Selecting and analysing quotations to support points</p>	<p>An essay based on an extract from the play, making links to the whole text and including context in the analysis.</p> <p>A presentation exploring a text independently.</p>
Lent	<p><b>3. Non-fiction study</b></p> <p>Students will study a variety of non-fiction texts (genres could include: opinion articles, travel writing, memoir, speeches, magazine articles).</p> <p>They will explore:</p> <ul style="list-style-type: none"> <li>the differences between the different genres of writing</li> <li>how language is used to suit audience</li> <li>how to plan a piece of writing to suit a purpose</li> </ul> <p><b>4. Prose study</b></p> <p>Students will study a novel (Novels may include: <i>Of Mice and Men</i>, <i>Catcher In the Rye</i>, <i>Rebecca</i>)</p> <p>They will explore:</p> <ul style="list-style-type: none"> <li>the context of the author has impacted their writing, motives and messages</li> <li>how an author uses structure to impact readers</li> <li>how an author uses language to impact readers</li> <li>how different types of characters are created, and how they are typical to the context</li> </ul>	<p>Close analysis of style, structure, language and genre as style models Writing in different styles for a variety of audiences Planning a piece of writing to suit genre, audience and purpose</p> <p>Exploration of how context impacts an author’s motives and messages, character and structure</p> <p>Analysis of language and structure</p>	<p>A non-fiction text written to meet a brief.</p> <p>Essay writing skills: planning, using quotes, analysing language and structure and including the author’s context as part of the argument.</p>

<b>Trinity</b>	<p><b>5. Prose study – preparation for summer exam</b></p> <p>Students will approach their novel from an analytical perspective.</p> <p>They will explore:</p> <ul style="list-style-type: none"> <li>the context of the author has impacted their writing, motives and messages</li> <li>how an author uses structure to impact readers</li> <li>how an author uses language to impact readers</li> <li>how to plan and write an essay</li> <li>how to analyse an extract in close detail</li> </ul>	<p>Analysis of an extract in close detail and how it links to the text as a whole How to embed quotations in an analytical essay and analysis in detail Examine how the author's context impacts the text</p>	<p>Summer exam: an essay question based on an extract from the text studied. Students must include context in their response.</p>
	<p><b>6. Film study</b></p> <p>Students will study the techniques used to create a film (sound, cinematography, mise-en-scene, etc).</p> <p>They will explore:</p> <ul style="list-style-type: none"> <li>the language of film</li> <li>how cinematography is used to create a story</li> <li>how images and symbols are used to create victims and/or villains</li> </ul>	<p>Analysis of the elements of a film: sound, cinematography, mise-en-scene, symbols, etc.</p>	<p>Presentation (group or independent) analysing the film.</p>

<b>Examples of Homework</b>	<p>An analytical paragraph exploring the presentation of a character An essay using quotes, analysis and context A practice piece of non-fiction writing A research homework into a poem of choice A reading homework exploring an unfamiliar example of non-fiction An empathetic piece in which students write using the voice of a character from a text</p>	
<b>Key terminology</b>	<p>Identity, diversity, culture, narrative voice; iambic pentameter, rhyme, alliterative verse, context; the Elizabethan era, subtext, soliloquy; genre, conform, subvert; persuasive techniques, cinematography, imagery, diegetic and non-diegetic sounds, mise-en-scene; The Great Depression, segregation, sexism</p>	
<b>Super-curricular enrichment and scholarly extension</b>	<ul style="list-style-type: none"> <li><b>Read:</b> See department reading lists.</li> <li><b>Watch:</b> Anything by Shakespeare, on BBC iplayer or at the theatre, National Theatre Online, Digital Theatre Plus (subscription through the library), <i>Oh Brother Where Art Thou?</i>, <i>All Quiet on the Western Front</i>, <i>Journey's End</i>, <i>Blackadder Goes Forth</i>, <i>West Side Story</i>.</li> <li><b>Listen:</b> Poetry Please on Radio 4, Frank Skinner's poetry podcast</li> <li><b>Visit:</b> The Globe Theatre; Stratford upon Avon; the British Library; your local library; The National Gallery.</li> </ul>	
<b>Useful websites</b>	<p>The School library website; BBC Bitesize.</p>	
<b>Who can I contact?</b>	<b>Head of Department</b>	<p><b>Catherine Nightingale</b>, <a href="mailto:cln@forest.org.uk">cln@forest.org.uk</a></p>
	<b>Teachers</b>	