

English Curriculum Sequencing Overview - Year 9

Unit 1 – Love and Relationships Poetry						
Week	1	2	3	4	5	6
Revision	1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: Stretch Tasks: <ul style="list-style-type: none"> Write a description (5 paragraphs) which uses the weather to create a mood or atmosphere Write 5 poems which explore the theme: love and relationships Find and annotate a poem written in the last 50 years 					
KO Sections	Section 1: 1-9	Section 1, Column 2: 1-5 Section 1, Column 2: 6-10	Section 2: 1-5	Section 2: 6-10	Revision of weaknesses	Revision of weaknesses
Big ideas (key concepts)	What is poetic structure? What is oppression? How do poets use poetry as a critique?					
Lesson topics sequence	<ul style="list-style-type: none"> How does Heaney explore relationships in Follower? What is poetic structure and how does it add to meaning? 	<ul style="list-style-type: none"> What does a good analysis of Follower look like? How does Dooley explore relationships in Letters from Yorkshire? 		<ul style="list-style-type: none"> Porphyria's Lover Farmer's Bride 		
Key assessments	Formative assessment	Teacher marked: note taking			Formative assessment	Formative assessment

Unit 1 – Love and Relationships Poetry							
Week	7	8	9	10	11	12	13
Revision	3. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 4. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: Stretch Tasks: <ul style="list-style-type: none"> Write a description (5 paragraphs) which uses the weather to create a mood or atmosphere Write 5 poems which explore the theme: love and relationships Find and annotate a poem written in the last 50 years 						
KO Sections	Section 1 1-10	Section 2 1-10	Section 3 1-10	Section 1 1-10	Section 2 1-10	Section 3 1-10	Revision of weaknesses
Big ideas (key concepts)	What are the foundational skills and concepts are needed for success in English as an academic discipline? How can we build on what we have learnt in KS2 to be successful in English at KS3? How do we make deliberate choices as a writer to impact our readers?						
Whole unit 20%	<ul style="list-style-type: none"> Independently read a text and comment on a writer's deliberate choices through a first-impressions mind-map Analyse and comment on a writer's use of poetic techniques Poets use poetic structure to reflect and mirror themes from within their poem 						
Lesson topics sequence	<ul style="list-style-type: none"> The poems 'Farmer's Bride' and 'Porphyria's Lover' explore: The Patriarchy; women as subordinate; arranged marriage; oppression Browning and Mew take on a persona/write dramatic monologues The dramatic monologue form allows Mew and Browning to critique society through their poetry Browning employs pathetic fallacy to set a violent tone at the start of his poem Mew employs natural imagery as a symbol for the bride's menstruation/lack of child Develop a thesis statement that is an 'anchoring idea' for your essay – this creates an introduction for an extended written analysis. Gender theory explores a text through the lens of gender stereotypes 		<ul style="list-style-type: none"> Write an effective analytical paragraph that uses textual reference rather than a direct quotation Select highly relevant quotations or textual references from a text to support points Shakespeare and Duffy employ the sonnet form to express love for another Duffy employs a persona in 'Anne Hathaway' Compare viewpoints and themes across a range of poems Gender theory explores a text through the lens of gender stereotypes Compare viewpoints and themes across a range of poems 		<ul style="list-style-type: none"> Use pathetic fallacy to create a specific mood or atmosphere Create metaphors and similes Use prepositions to create a clear sense of place Use a wide-range of tier two and tier three words that are chosen deliberately to enrich the creation of place and/or character Use noun-phrases to build a sense of character Show don't tell through a range of deliberately chosen verbs Use a persona within an article Write an anecdote that allows you to enforce an argument 		
Key assessments		KA		Comparison of Farmer's Bride and Porphyria's Lover.	Live marking/formative assessment of in class writing		

Curriculum Sequencing Overview Unit 2 Othello

Unit 2 – Othello (Part 1)							
Week	1	2	3	4	5	6	Half-term
Revision	5. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 6. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term and bring it to the first lesson back after half term: Stretch Tasks: <ul style="list-style-type: none"> Choose a character from Othello and write a dramatic monologue from the perspective of that character Choose a scene from Othello and re-write it in prose, making deliberate choices as a writer to develop character and create atmosphere Read this article on Critical Approaches to Othello then bullet point the key ideas for each approach and write a paragraph explaining which interpretation you agree with most and why: https://www.bl.uk/shakespeare/articles/critical-approaches-to-othello/. To support you with the challenging academic language, use https://rewordify.com/ to simplify each paragraph and give you definitions for challenging vocabulary Read this article on Key Features of Renaissance culture. Create a mind map or table showing how 'Othello' reflects Renaissance culture. https://www.bl.uk/shakespeare/articles/key-features-of-renaissance-culture. To support you with the challenging academic language, use https://rewordify.com/ to simplify each paragraph and give you definitions for challenging vocabulary Listen to this podcast from the Folger Shakespeare library on Race in Shakespeare: https://www.folger.edu/shakespeare-unlimited/black-shakespeare-smith. Then choose one of the following tasks: write a summary of the key ideas or create a leaflet that presents the key ideas. 						
KO Sections	Section 1 1-5	Section 1 1-5	Section 2 12-16	Section 1 1-5; Section 3 23-25	Section 3 23-33	Section 1, 1-7	Whole KO revision
Big ideas (key concepts)	What is a Tragedy? What is a Tragic Hero? What is a theme in literature? How do we plan write like literary critics?						
Whole unit 20%	<ul style="list-style-type: none"> Stanchester Super Skills for Reading – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them. All texts exist within and are influenced by a range of contexts. Writers make deliberate choices about character, plot and setting in order to explore themes Theme is an idea or message that is continually linked back to throughout a text Select relevant and concise quotations from a text to support points 						
Lesson topics sequence	Cold watch <i>Othello</i> (National Theatre Production): <ul style="list-style-type: none"> Start lessons with recall of plot Pupils highlight events as they happen Pupils add words to booklet to describe characters as they watch 	Continue cold watch of <i>Othello</i> (National Theatre Production): <ul style="list-style-type: none"> Start lessons with recall of plot Pupils highlight events as they happen Pupils add words to booklet to describe characters as they watch 	<ul style="list-style-type: none"> Pg 3-4: Plot/character recall Pg 6-9 The structure of a Tragedy: exposition – introducing character and setting; rising action – introducing a problem or conflict; climax – the point at which the conflict reaches its most intense moment; falling action – the consequences from the climax become clear; resolution – the conflict of the story is resolved (negatively in a Tragedy). 	<ul style="list-style-type: none"> Pg 10-15 A Tragic Hero (for A.C. Bradley) will be: <ol style="list-style-type: none"> of high status in some way exceptional dead at the end of the play <ul style="list-style-type: none"> Othello fits into the criteria for a tragic hero because: <ol style="list-style-type: none"> He is a military general His status is due to his exceptional skill as a soldier He dies at the end of the play Othello's fatal flaw is jealousy born of his status anxiety 	<ul style="list-style-type: none"> Pg 15-17 The patriarchal society in Othello – explore the power dynamics between men and women and the impact it has on characters' actions and relationships The role of the patriarchal society in making Othello a tragic hero Elizabethan society was patriarchal in structure: women were subordinates (lower than) men. Mid-year exam feedback (can be done as soon as they are marked) 	<ul style="list-style-type: none"> Pg 18- 20 Gender dynamics in Othello – Desdemona subverts the patriarchal status quo by choosing her own husband and defying her father; Emilia subverts the status quo by arguing women should be treated equally; both women uphold the status quo by obeying their husbands Pg 21-30: Critical essay on Gender in Othello Women are continuously oppressed throughout the play As a subordinate, Elizabethan women were supposed to be obedient, voiceless and passive. 	Half-term
Key assessments		English mid-year assessment	English mid-year assessment		Analytical paragraph – mark for responsive teaching		

Unit 2 – Macbeth (Part 2)							
Week	7	8	9	10	11	12	Easter
Revision	7. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 8. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term and bring it to the first lesson back after half term: Stretch Tasks: <ul style="list-style-type: none"> Choose a character from Othello and write a dramatic monologue from the perspective of that character Choose a scene from Othello and re-write it in prose, making deliberate choices as a writer to develop character and create atmosphere Read this article on Critical Approaches to Othello then bullet point the key ideas for each approach and write a paragraph explaining which interpretation you agree with most and why: https://www.bl.uk/shakespeare/articles/critical-approaches-to-othello/. To support you with the challenging academic language, use https://rewordify.com/ to simplify each paragraph and give you definitions for challenging vocabulary Read this article on Key Features of Renaissance culture. Create a mind map or table showing how 'Othello' reflects Renaissance culture. https://www.bl.uk/shakespeare/articles/key-features-of-renaissance-culture. To support you with the challenging academic language, use https://rewordify.com/ to simplify each paragraph and give you definitions for challenging vocabulary Listen to this podcast from the Folger Shakespeare library on Race in Shakespeare: https://www.folger.edu/shakespeare-unlimited/black-shakespeare-smith. Then choose one of the following tasks: write a summary of the key ideas or create a leaflet that presents the key ideas. 						
KO Sections	Section 2 1-11	Section 1 8-11	Section 1 1-11	Whole KO revision	Whole KO revision	Whole KO revision	Whole KO revision
Big ideas (key concepts)	What is a Tragedy? What is a Tragic Hero? What is a theme in literature? How do we plan write like literary critics?						
Whole unit 20%	<ul style="list-style-type: none"> Stanchester Super Skills for Reading – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them. All texts exist within and are influenced by a range of contexts. Writers make deliberate choices about character, plot and setting in order to explore themes Theme is an idea or message that is continually linked back to throughout a text Select relevant and concise quotations from a text to support points 						
Lesson topics sequence	<ul style="list-style-type: none"> First lesson back: stretch task review. All pupils put stretch tasks on table and pupils read 2-3 other pupils stretch tasks and give positive feedback, then teacher collects in to check Pg 31-32: Recap, Othello as tragic hero and academic voice Pg 33-34: creative writing, character development: using show not tell for character description and flashback for character development using character from Othello 	<ul style="list-style-type: none"> Pg 35-38: Gender theory explores a text through the lens of gender stereotypes. Looking at a text through gender theory means looking at how plot, theme and/or character attempt to change gender norms Pg 39-41: Soliloquy and the impact on characterisation and dramatic irony 	<ul style="list-style-type: none"> Pg 42-45: iambic pentameter is made up of 5 stressed and 5 unstressed syllables Shakespeare uses blank/prose to alert the audience to shifts in Othello's mental state and status throughout the play. Pg 46-47: Opinion debate 	<ul style="list-style-type: none"> Pg 48: Develop a thesis statement that is an 'anchoring idea' for your essay – this creates an introduction for an extended written analysis. Pg 49-51: planning essay and writing first draft 	<ul style="list-style-type: none"> Pg 52-27: Staging decisions Second draft of essay 	Pg 58-60: Creative and persuasive responses to text: - Use pathetic fallacy to create a specific mood or atmosphere - Create metaphors and similes - Use prepositions to create a clear sense of place - Use a wide-range of tier two and tier three words that are chosen deliberately to enrich the creation of place and/or character - Use noun-phrases to build a sense of character - Show don't tell through a range of deliberately chosen verbs - Use a persona within an article - Write an anecdote that allows you to enforce an argument	Easter Holidays
Key assessments				Othello essay			

Unit 3: Animal Farm (part 1)							
Week	1	2	3	4	5	6	HT
Revision	9. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 10. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must hand this in on the first lesson back after Feb' half-term . Stretch Tasks: <ul style="list-style-type: none"> Write an article on the show trials – you can choose whether it is propaganda or reflects reality. Make sure you deliberately choose language for effect and use the conventions of an article Create a set of flash cards for each term on the KO Research Socialism and write a summary of the similarities and differences between Communism, Capitalism and Socialism Choose a key moment in Animal Farm and re-write it as a script. Include stage directions and notes on staging Write a poem in which you explore one of the key themes of Animal Farm 						
KO Sections	Section 1	Section 2 11-13	Section 2	Section 3 6-10	Section 3 1-5	Section 1	Section 2
Big ideas (key concepts)	To understand authorial intent (Orwell and his political ideology as an influence) To understand why and how the novella is still important today To understand how to approach a closed book assessment To understand how and what a capitalist society is End of year exam: 90 minutes; 45 minutes on knowledge and micro-skills; 45 minutes writing an essay on 'Animal Farm': How does Orwell explore ideas about power in 'Animal Farm'?						
Whole unit 20%	<ul style="list-style-type: none"> Stanchester Super Skills for Reading – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them. All texts exist within and are influenced by a range of contexts. Writers make deliberate choices about character, plot and setting in order to explore big ideas Writers make deliberate choices about character, plot and setting in order to appeal to audience, text type, and purpose Select relevant and concise quotations from a text to support points Summarising information and embedding quotations 						
Lesson topics sequence	Context: pgs 3-4 <ul style="list-style-type: none"> Who was George Orwell? Why did he write the play? What is an allegory? Who was Karl Marx? Summarise the contextual information, embedding quotes from the text 20% - didactic; critique Reading: <ul style="list-style-type: none"> What was the farm like before the revolution? Why do the animals rebel? What is animalism? Ask questions linking the contextual information to the novel: How might you link the Spanish Civil war to Animal Farm? How does Animal Farm reflect Orwell's experiences in his early life? 	Character list pg 7– one key quotation and own words to describe character 20% - hierarchy Context: pg 8 and 9 <ul style="list-style-type: none"> What events preceded the Russian Revolution? What is Capitalism? Communism? Socialism? Does our current model of Capitalism work? Reading: <ul style="list-style-type: none"> How are Snowball and Napoleon different? How does Napoleon take control? What is a scapegoat? How might you link the Russian Revolution to Animal Farm? 	Reading: <ul style="list-style-type: none"> How does Napoleon become a tyrant? How does the novel end? How is this a cyclical structure? What types of literary conflict has Orwell used? 	Creative writing: Write your own allegory <ul style="list-style-type: none"> What is an allegory? What will be the moral of your story? How will you create a cyclical structure? What symbols will you employ? How will you describe your antagonist? How will you show not tell? What ambitious vocabulary will you employ? How will you use contrast? Feedback and redrafting allegory. 20% - microcosm 	Propaganda as a tool for oppression: pg 6 and 12 How and why do the pigs change the commandments? How do the pigs use misinformation as a form of control? Model paragraph pg 31 Write like a literary critic (paragraph): How does Orwell present the characters of the pigs in 'Animal Farm'? <ul style="list-style-type: none"> How Orwell presents the characters of the pigs How Orwell uses the characters of the pigs to convey his political message 	Napoleon as an allegory for Stalin: pg 13-14 Write like a literary critic (paragraph): How does Orwell use Napoleon as a criticism of Stalin? <ul style="list-style-type: none"> How Orwell presents the characters of the Napoleon How Orwell uses the characters of the Napoleon to convey his political message 20% - epitome/epitomises 	Half-term

Unit 3 – Animal Farm– Part 2							
Week	1	2	3	4	5	6	7
Revision	11. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 12. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must hand this in on the first lesson back after Feb’ half-term . Stretch Tasks: <ul style="list-style-type: none"> • Write an article on the show trials – you can choose whether it is propaganda or reflects reality. Make sure you deliberately choose language for effect and use the conventions of an article • Create a set of flash cards for each term on the KO • Research Socialism and write a summary of the similarities and differences between Communism, Capitalism and Socialism • Choose a key moment in Animal Farm and re-write it as a script. Include stage directions and notes on staging • Write a poem in which you explore one of the key themes of Animal Farm 						
KO Sections	Revision of all KOs from this year	Revision of all KOs from this year	Revision of all KOs from this year	Revision of all KOs from this year	Revision of all KOs from this year	Revision of all KOs from this year	Summer home learning:
Big ideas (key concepts)	To understand authorial intent (Orwell and his political ideology as an influence) To understand why and how the novella is still important today To understand how to approach a closed book assessment To understand how and what a capitalist society is End of year exam: 90 minutes; 45 minutes on knowledge and micro-skills; 45 minutes writing an essay on ‘Animal Farm’: How does Orwell explore ideas about power in ‘Animal Farm’?						
Whole unit 20%	<ul style="list-style-type: none"> • Stanchester Super Skills for Reading – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them. • All texts exist within and are influenced by a range of contexts. • Writers make deliberate choices about character, plot and setting in order to explore big ideas • Writers make deliberate choices about character, plot and setting in order to appeal to audience, text type, and purpose • Select relevant and concise quotations from a text to support points • Summarising information and embedding quotations 						
Lesson topics sequence	<ul style="list-style-type: none"> • Plan and write an essay: How does the farm fail? Pg 27-30 	<ul style="list-style-type: none"> • Animal Farm revision: pg 18-20 	Revision for EoY exam: <ul style="list-style-type: none"> • Re-teach weaknesses from previous units re. 20% 	Revision for EoY exam: <ul style="list-style-type: none"> • Preparation for essay – give pupils essay question and create an A4 notes sheet to take with them 	Booklet pgs 37-39 <ul style="list-style-type: none"> • EoY Exams revision (until exam sat) • Choose a scene we have studied and act it out – make sure you can explain your staging decisions You could also watch the film version at this point.	<ul style="list-style-type: none"> • Feedback on EoY exams You could also watch the film version at this point.	