

### Curriculum Sequencing Overview Year 9

Unit 1 – Love and Relationships Poetry							
Week	7	8	9	10	11	12	13
Date wb	31 <sup>st</sup> October	7 <sup>th</sup> November	14 <sup>th</sup> November	21 <sup>st</sup> November	28 <sup>th</sup> November	5 <sup>th</sup> December	12 <sup>th</sup> December
Home Learning	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: <b>Stretch Tasks:</b> <ul style="list-style-type: none"> <li>Write a description (5 paragraphs) which uses the weather to create a mood or atmosphere</li> <li>Write 5 poems which explore the theme: love and relationships</li> <li>Find and annotate a poem written in the last 50 years</li> </ul>						
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
Key dates		Y10 Assessment week		Y11 Mocks	Y11 Mocks		
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"> <li>Independently read a text and <b>comment on a writer's deliberate choices</b> through a first-impressions mind-map</li> <li>Analyse and comment on a writer's <b>use of poetic techniques</b></li> <li>Poets use <b>poetic structure</b> to reflect and mirror themes from within their poem</li> </ul>						
Lesson topics sequence	<ul style="list-style-type: none"> <li>The poems 'Farmer's Bride' and 'Porphyria's Lover' explore: <b>The Patriarchy; women as subordinate; arranged marriage; oppression</b>)</li> <li>Browning and Mew take on a <b>persona/write dramatic monologues</b></li> <li>The <b>dramatic monologue</b> form allows Mew and Browning to <b>critique</b> society through their poetry</li> <li>Browning employs <b>pathetic fallacy</b> to set a violent tone at the start of his poem</li> <li>Mew employs natural imagery as a <b>symbol</b> for the bride's menstruation/lack of child</li> <li>Develop a <b>thesis statement</b> that is an 'anchoring idea' for your essay – this creates an introduction for an extended written analysis.</li> <li><b>Gender theory</b> explores a text through the lens of gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Write an effective analytical paragraph that uses textual reference rather than a direct quotation</li> <li>Select <b>highly relevant quotations</b> or textual <b>references</b> from a text to support points</li> <li>Shakespeare and Duffy employ the <b>sonnet</b> form to express love for another</li> <li>Duffy employs a <b>persona</b> in 'Anne Hathaway'</li> <li>Compare viewpoints and themes across a range of poems</li> <li><b>Gender theory</b> explores a text through the lens of gender stereotypes</li> <li>Compare viewpoints and themes across a range of poems</li> </ul>			<ul style="list-style-type: none"> <li>Use <b>pathetic fallacy</b> to create a specific mood or atmosphere</li> <li>Create <b>metaphors</b> and <b>similes</b></li> <li>Use <b>prepositions</b> to create a clear sense of place</li> <li>Use a wide-range of <b>tier two</b> and <b>tier three</b> words that are chosen deliberately to enrich the creation of place and/or character</li> <li>Use <b>noun-phrases</b> to build a sense of character</li> <li><b>Show don't tell</b> through a range of deliberately chosen <b>verbs</b></li> <li>Use a <b>persona</b> within an article</li> <li>Write an <b>anecdote</b> that allows you to enforce an argument</li> </ul>		
Key assessments		KA		Comparison of Farmer's Bride and Porphyria's Lover.	Live marking/formative assessment of in class writing		