

Long Term Planning Year 9

Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<p>Modern Novel</p> <p>Lord of the Flies Anita and Me Animal Farm Of Mice and Men To Kill a Mockingbird Primo Levi Roll of Thunder Hear my Cry</p> <p>In the same way as Key Stage Three, students commence the year with a modern novel, in order to consolidate and build on the skills they have learned in relation to identifying and analysing both the context of the text and the methods used by the writer to engage their readers. Students develop their analysis in response to GCSE style questions to gear up for the “terminal exam” nature of the GCSE Literature qualifications.</p>	<p>Poetry</p> <p>Department poetry anthology</p> <p>The department has compiled an anthology of poetry which crosses genres and time periods in order to aid engagement with a variety of themes and ideas. The students build on all key Literature Assessment Objectives in order to analyse, contextualise and appreciate poetry.</p>	<p>Shakespeare</p> <p>Romeo and Juliet Hamlet Titus Andronicus Othello</p> <p>Students move onto exploring the concepts of tragedy and villainy in the Shakespeare unit in year 9. They study Macbeth for GCSE, so this gives them an insight into the genre as well as an introduction to the concept driven essay, where students not only explore the language of the writer, but also attach the big themes and ideas that drive the texts into their explorations.</p>	<p>Reading for Meaning and Narrative Writing</p> <p>This unit introduces the GCSE Language Paper 1 through the horror genre and explores the concept of reading for meaning as well as Narrative writing in an exam context. All of these build on the studies of novels in key stage three, but are geared up to the specific questions on the paper pertaining to language, structure, opinion and information retrieval. Students complete a sample exam paper under timed conditions. The horror genre feeds into the gothic novels of the Victorian genre.</p>	<p>Modern Drama</p> <p>Educating Rita Blood Brothers DNA Talking Heads The Crucible Running on the Cracks Blue Stockings</p> <p>This unit builds on the study of Shakespeare but also develops their understanding of characterisation, themes and context, in preparation for their study of An Inspector Calls at GCSE. Students will complete tasks which will help them to explore the structural decisions made as well as the dramatic devices employed.</p>	<p>Non-Fiction (Speaking and Listening)</p> <p>This unit of work explores non-fiction texts in a wide variety of contexts and styles. Students explore the 5 key texts studied at GCSE: Essays, speeches, leaflets, letters and newspaper articles. The unit explores the art of rhetoric and culminates in the GCSE English language spoken language endorsement at the end of the academic year, which sets students on the trajectory to complete their GCSE English Language at the end of year 10.</p>
<p>Personal Development: Exploring the development of characters and their interactions. The Modern novel texts all deal with complex relationship dynamics. Lord of the Flies looks at coercive control as well as questioning messages. Animal Farm, Mockingbird etc are the same. Anita and Me deals with racism and coercive relationships.</p>	<p>Personal Development: Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.</p>	<p>Personal Development: Exploring the development of characters and their interactions. Exploring moral decisions of abhorrent characters from Shakespeare. Debating the motivations and actions and exploring the morality and mystery plays. The chosen Shakespeare texts deal with unhealthy relationships specifically. Titus Andronicus deals with Rape and Mental Health; Othello deals with Jealousy and manipulation and Romeo and Juliet deals with the concept of risks and consent.</p>	<p>Personal Development: Students explore the key elements of the horror genre and develop an understanding of groups which exist outside of society’s norms and are persecuted for this. Links are made to contextual factors as we study these texts.</p>	<p>Personal Development: Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored. Modern Drama texts deal with mass hysteria (Crucible) and trustworthy / untrustworthy messages. Blood Brothers deals with pregnancy and poverty, as well as grief and loss. Running on the Cracks deals with abuse and Parental relationships.</p>	<p>Personal Development: Speaking and listening engages students with moral / social issues and encourages them to form and present their own opinions.</p>
<p>Assessment 1 End of Autumn 1</p> <p>Extract Question Character / Theme</p>	<p>Assessment 2 End of Autumn 2</p> <p>Poetry comparison question</p>	<p>Assessment 3 End of Spring 1</p> <p>Shakespeare extract question</p>	<p>Assessment 4 End of Spring 2</p> <p>Language Paper 1</p>	<p>Assessment 5 End of Summer 1</p> <p>Character theme question without extract. (Lit Paper 2 Section A Style)</p>	<p>Assessment 6 End of Summer 2</p> <p>Spoken Language endorsement</p>