

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	<p>Conflict & Violence <i>A range of poetry and non-fiction, followed by either Tsotsi, Journey's End or Animal Farm</i></p>		<p>Gender <i>A range of non-fiction, fiction and poems, followed by the study of Shakespeare.</i></p>		<p>Lord of the Flies <i>AQA GCSE English Literature</i></p>	
Topic Objectives	<p>Developing the idea of relationships within society from Year 8, students will look at the conflicts that arise when these relationships break down. They will begin by studying a range of poetry and extracts linked to conflict and social class, before studying either Tsotsi, Animal Farm or Journey's End. Students will use these texts as stimuli to develop their poetic analysis and non-fiction writing. Building on their analysis of methods from Year 9, they will spend time evaluating writer's purpose and authorial intent.</p>		<p>Continuing to focus on social conflict, this term engages with different representations of gender. Students will explore how attitudes towards gender, femininity and masculinity have shifted over time. Students will develop their own non-fiction writing in order to present an opinion, and will re-visit poetry analysis from last half term to embed these skills in their long-term memory. They will then use <i>Much Ado About Nothing</i> and other Shakespeare extracts to evaluate how far they think Shakespeare was sexist.</p>		<p>Bringing together the strands of conflict, violence, leadership and gender from earlier in Year 9, students will study <i>Lord of the Flies</i>, beginning their GCSE English Literature course. They will focus on developing a more holistic analysis that weaves together their analysis of language, structure, context, writer's purpose, and theme and characterisation in a sustained argument. Following their final Year 9 assessment, classes will focus on different skills according to the needs of the class to ensure all students are prepared for Year 10.</p>	
Acquired Knowledge/Skills	<p>Students will develop their ability to analyse poetic methods by evaluating authorial intent. They will also explore how to write and structure persuasive non-fiction.</p> <p>Students will explore different types of violence and ideas on social class.</p>	<p>Students will continue to develop their evaluation of a writer's purpose focusing on how structural and language features reveal authorial intent. They will also develop their narrative writing.</p> <p>Students will consider leadership and the contextual features of their novel.</p>	<p>Students will continue to develop their poetic analysis, whilst also embedding their non-fiction writing skills such as presenting a clear and sustained viewpoint, and varied sentence styles.</p> <p>Students will gain an understanding of different attitudes towards gender.</p>	<p>Students will explore about the interplay between language, structure, writer's purpose, themes and characterisation, rather than looking at these skills in isolation. They will develop their analytical writing by using a range of evidence to reach and justify a conclusion on Shakespeare's sexism.</p>	<p>Students will develop their essay writing and ability to sustain an argument on theme/characterisation within the text.</p> <p>Students will learn the context of <i>Lord of the Flies</i>, and apply vocabulary linked to gender and violence learnt earlier in the year.</p>	<p>Whilst continuing to focus on the plot, characters and themes of <i>Lord of the Flies</i>, different classes will focus on different skills (according to the needs of the students), maximising student progress before the transition to Year 10.</p>
Assessments – Curriculum will be adapted if students cannot meet assessed criteria.	<p>Comparison of two poems: Assesses analysis of poetic devices and ability to sustain an interpretation of a writer's purpose.</p> <p>Summative assessment 1: Assesses their progress in reading and writing skills so far in Year 9.</p>	<p>Textual analysis: Assesses ability to analyse how language and structure link to a writer's purpose.</p> <p>Creative response to stimulus: Assesses student ability to structure a narrative using varied structural and linguistic devices and sentence styles.</p>	<p>Summative assessment 2: Assesses their progress in reading and writing skills so far in Year 9.</p> <p>Poetic analysis: Assesses analysis of poetic devices and ability to sustain an interpretation of a writer's purpose.</p>	<p>Thematic analysis: Assesses ability to draw together analysis of authorial intent, language, structure and characterisation to produce a coherent argument on how Shakespeare presents gender in <i>Much Ado About Nothing</i>.</p> <p>Is Shakespeare Sexist? Assessment TBC for 2021</p>	<p>Character analysis: Assesses ability to draw together analysis of authorial intent, language, structure and characterisation to produce a coherent argument</p> <p>Descriptive writing: Creative task on the island; assesses literacy, vocab, techniques, structure and sentencing</p>	<p>Summative assessment 3: Assesses their progress in reading and writing skills so far in Year 9.</p>