

# Year 9 English

St Martin's School Curriculum Journey

**Of Mice and Men**

- Students will:
- Study cultural and social context -America/California in the 1930s – issues of race, gender, disability and the American Dream.
  - Explore the characterisation of Lennie, George and other key characters. Central themes: loneliness, alienation, dreams, society, gender and race.
  - Explore Steinbeck’s literary, moral and political purpose.
  - Identify and apply subject terminology/literary features relevant to text: allusion/intertextual reference, pathetic fallacy, narrative structure, symbolism, motif, allegory, foreshadowing, structural parallel, aptronym and patterns of characters.
  - Use evidence from the text, focussed quotations, subject terminology and reference to context in discussion, written summary and analysis. Writing “a lot about a little”. Creative writing in role.

**Modern Poetry**

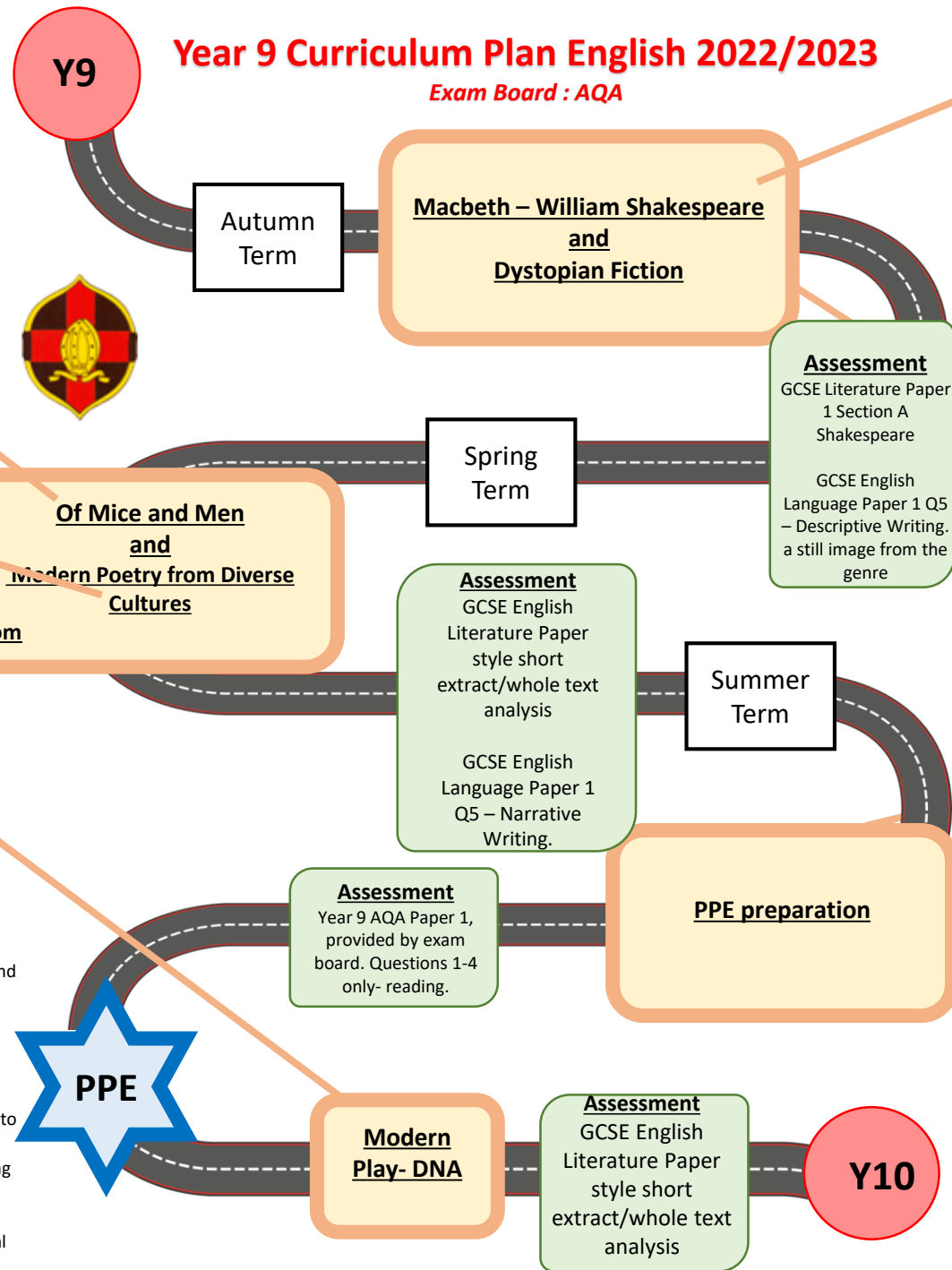
- Students will:
- Explore the theme of ‘Family Relationships’ and ‘Youth and Age’
  - Identify and apply subject terminology and exploration of poets’ methods to include metrical, figurative and phonological features.
  - Make comparisons between poems and poets.
  - Write a narrative piece based on personal experience

**Modern Play- DNA**

- Students will:
- Study cultural and social context 21<sup>st</sup> century society
  - Explore the characterisation of Mark and Jan/Leah and Phil etc and other key characters. Explore Kelly’s literary, moral and political purpose.
  - Central themes- responsibility/acceptance/bullying/morality/leadership/gang membership
  - Identify and apply subject terminology/literary features relevant to text: allusion/intertextual reference, pathetic fallacy, narrative structure, symbolism, motif, allegory, foreshadowing, structural parallel, aptronym and patterns of characters/stage direction use
  - Use evidence from the text, focussed quotations, subject terminology and reference to context in discussion, written summary and analysis. Writing “a lot about a little”. Creative writing in role

**Across these units of study, students will also develop:**

- Accuracy in spelling and in using Standard English grammar in writing and appropriate spoken contexts.
- An increasing range of ambitious and complex vocabulary.
- Accuracy and variety of punctuation and sentence demarcation.
- Creative writing of non-fiction and fiction text types and conscious crafting of writing: planning, drafting, editing, amending; applying knowledge of language, grammar, structure, literary/rhetorical devices to own writing.
- Communicating clearly, effectively and imaginatively in speech, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organisation of information and ideas, using structural and grammatical features to support coherence and cohesion in own texts.



**Macbeth**

- Students will:
- Study cultural and social context – Shakespeare’s world, the Jacobean world view and the chain of being, gender and kingship.
  - Explore the relationship between the play and its context- the response of different audiences.
  - Study the [lot/dramatic elements/tragedy.
  - Look at characterisation of Macbeth, Lady Macbeth, Banquo; Shakespeare’s language and poetry/use of metaphor and structural features.
  - Apply relevant subject terminology to form and genre – soliloquy, verses, blank, verse, tragedy and tragic flaw.
  - Annotate of the text and key scenes/ identify textual evidence

**Dystopian Fiction**

- Cultural capital: dystopia and utopia in literature and culture; read a range of complex 20<sup>th</sup>/21<sup>st</sup> century texts including Orwell, McCarthy, Ishiguro, King, etc.
- GCSE English Language paper 1 preparation: retrieval, summary, analysis of writers’ methods, comparison, creative descriptive and narrative writing. Discussion and empathy tasks.

**PPE Preparation GCSE English Language Paper 1**

- Students will:
- GCSE English Language paper 1 (Q1-Q4)  
Explorations in creative reading (20<sup>th</sup> century texts)  
Students taught to identify and interpret explicit and implicit information and ideas from a range of extracts.  
Extracts from the previous topic used to further develop ideas.  
Selecting and synthesising evidence from different texts.  
Explaining and commenting on how writers use language and structure to achieve effects and influence readers.  
Identifying and applying relevant subject terminology to support their views.  
Comparing writers’ ideas and perspectives, as well as how these are conveyed.  
Evaluating texts critically and supporting this with appropriate textual references.