

Year 9 English

AQA

St Martin's School Curriculum journey

Of Mice and Men

Students will:

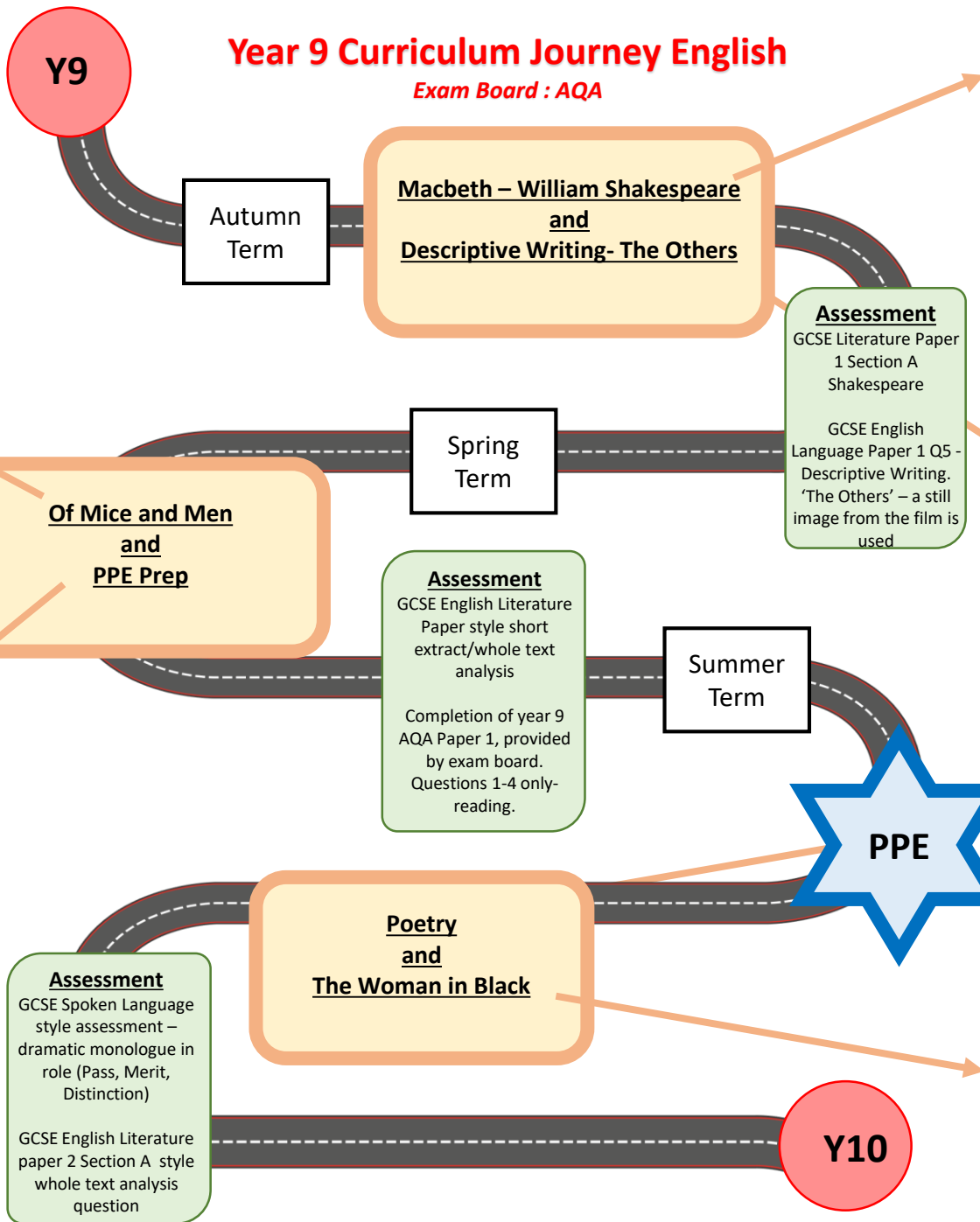
- Study cultural and social context -America/California in the 1930s – issues of race, gender, disability and the American Dream.
- Explore the characterisation of Lennie, George and other key characters. Central themes: loneliness, alienation, dreams, society, gender and race.
- Explore Steinbeck’s 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.

PPE Preparation GCSE English Language Paper 1

- Develop comprehension and analysis of a range of A4 length literary prose extracts.
- Use inference and selecting, summarising and synthesising evidence.
- Evaluate other views and critical viewpoints, using focused textual reference and subject terminology.
- Develop understanding of examination rubric, assessment objectives and requirements of each style of question.

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.



Year 9 Curriculum Journey English

Exam Board : AQA

Y9

Autumn Term

Macbeth – William Shakespeare and Descriptive Writing- The Others

Assessment

GCSE Literature Paper 1 Section A Shakespeare

Spring Term

Of Mice and Men and PPE Prep

Assessment

GCSE English Literature Paper style short extract/whole text analysis

Completion of year 9 AQA Paper 1, provided by exam board. Questions 1-4 only-reading.

Summer Term

Poetry and The Woman in Black

Assessment

GCSE Spoken Language style assessment – dramatic monologue in role (Pass, Merit, Distinction)

GCSE English Literature paper 2 Section A style whole text analysis question

PPE

Y10

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

Descriptive Writing- The Others

Students will:

- Study a range of descriptive writing examples.
- Use literary devices used in description: voice, structure, figurative language, rhetorical/sentence level features, phonological devices.
- Develop complex sentence structures to include rhetorical features, pre and post-modification of noun phrases, other modifiers and subordinate adverbial/prepositional structures. Develop cohesive devices: deixis, discourse markers and pronouns.
- Craft, draft, amend, improve, edit and self-evaluate.

Modern Poetry

Students will:

- Explore the theme of ‘Family Relationships’.
- 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 based on personal experience

The Woman in Black

Students will:

- Explore cultural capital: cultural context the Gothic genre; 19th/early 20th century archetypes: Dickens, James, etc
- Explore the characterisation of Arthur Kipps - the unreliable narrator.
- Identify structural features, allusion and intertextuality. Relevant literary devices: pathetic fallacy, foreshadowing and tension.
- 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 and answering whole text level questions.