

Year 9		Curriculum Related Expectation					
Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Planned ASSESSMENT opportunities	<p>KNOWING HOW... (methods and processes)</p>	<p>The Gothic</p> <ul style="list-style-type: none"> - Conventions of Gothic literature: wild and remote places; graveyards, tombs and corpses; family curses and dark secrets; supernatural powers; mysterious and frightening creatures; people or ghosts; old, ruined, isolated castles and mansions, often with secret passages and mysterious towers; nightmares, madness and mental torment; science used for evil or disastrous purposes; worrying and unusual natural events (storms, full moons, etc.). - Literary features of Gothic literature: pathetic fallacy, motifs, metonymy and symbolism. - How writers create mood and atmosphere: via: structural features, language, imagery and sentencing - Social and historical background of named texts. 	<p>Literature of WWI</p> <ul style="list-style-type: none"> -Historical background to extracts and poems -The language of propaganda and rhetorical techniques: rhetorical questions, emotive language, direct address, imperatives -How poets use poetic techniques for effect: simile, metaphor, personification, alliteration, onomatopoeia, rhyme -How poets use structural features for effect -The life and experiences of Wilfred Owen - The content and context of 'Dulce et Decorum Est' and 'Who's for the Game?' - The plot and themes of 'Journey's End' - Dramatic conventions (staging, setting, character, monologue, stage directions) 	<p>Crime and Punishment</p> <ul style="list-style-type: none"> - Generic and structural features of: prose fiction, journals, diaries, letters, articles -How writers use language and structural features to position the reader - Debates surrounding issues in crime and punishment from the eighteenth century to the present day: conditions in prisons, corporal and capital punishment, democratic rights of prisoners -The features of a persuasive essay 	<p>Genre study: Dystopia</p> <ul style="list-style-type: none"> -Conventions of Dystopian fiction: government control, environmental destruction, technological control, survival, loss of individualism -Social and historical influences on the development of the genre -How writers create mood and atmosphere: via: structural features, language, imagery and sentencing 	<p>Animal Farm</p> <ul style="list-style-type: none"> -Plot and characters of the novel -Context: Historical and social leaders- Lenin, Trotsky, Stalin. WW2 and context to the novel's authorship. -How Orwell uses language and structural features to position the reader -Use of fable and allegory -Characterisation with a focus on Napoleon Themes- class; equality and inequality; power, control and corruption 	<p>Much Ado About Nothing & Sonnets</p> <ul style="list-style-type: none"> -Plot and characters of the play -Context: revisiting patriarchy and Elizabethan concepts of masculinity -Content and language features of Claudio's speech in relation to context -The sonnet form and conventions -Content and ideas in Sonnet 130 -Key ideas and themes across a selection of sonnets
		<p>KNOWING WHAT... (information, facts and content)</p>	<p>Read, reflect and respond to features of the genre using pre and post 20th Century texts. Identify, comment and explore how writers create characters and mood and atmosphere. Decode and retrieve information from a range of texts. Infer and deduce meaning from a range of texts. Understand and commenting on the writers' use of language, structure and form. Use embedded quotations. Engage with context</p>	<p>Read, reflect and respond to a range of poetry by poets of the Great War. Exploration of extracts from 'War' novels by Faulks and Barker. Read and understand the plot of 'Journey's End'. Explore the presentation of war in a range of poetry. Analyse poetry and develop personalised responses to poems. Decode and retrieve information from a range of texts. Infer and deduce meaning from a range of text. Understand and commenting on the writers' use of language, structure and form. Use embedded quotations. Engage with context</p>	<p>Read, reflect and respond to a range of fiction and non-fiction texts (16th century onwards) Exploration of the theme of Crime and Punishment across fiction and non-fiction extracts - pre and post 20th Century texts. Focus on reading skills. Analyse features of prose fiction, journals, diaries, letters, articles. Compare newspaper articles. Adapt writing to genre conventions. Use punctuation and sentencing for effect. Structure and paragraph writing for effect. Edit and proofread</p>	<p>Read, reflect and respond to a range of dystopian extracts. Explore features of the genre using pre and post 20th Century texts with a focus on the writer's craft, narrative construction and character development. Decode and retrieve information from a range of texts. Infer and deduce meaning from a range of text. Adapt writing to genre conventions. Use punctuation and sentencing for effect. Structure and paragraph writing for effect. Edit and proofread</p>	<p>Read, reflect on respond whole novel with a focus on characters and themes. Decode and retrieve information from a range of texts. Infer and deduce meaning from a range of text. Understanding and commenting on the writers' use of language, structure and form. Use embedded quotations. Engage with context</p>
	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	
	<p>Summative assessment</p> <p>Response to extract from 'Frankenstein' *</p>	<p>Summative assessment</p> <p>Comparison of 'Dulce' and 'Who's for the Game?'</p>	<p>Summative assessment</p> <p>Write a persuasive essay on a topic related to crime and punishment*</p>	<p>Summative assessment</p> <p>Write opening of a dystopian short story*</p>	<p>Summative assessment</p> <p>Response to extract from chapter one of 'Animal Farm'- character of Napoleon</p>	<p>Summative assessment</p> <p>Response to extract from 'Much Ado' or Sonnet 130*</p>	

* All students should have access to scaffolding that is similar in form and format to that on the shared area. Teachers to use and adapt as appropriate.