

## English Year 9 Long Term Plan

| Week | Term         | Topic   | Knowledge  | Skills  |
|------|--------------|---|--|---|
| 1    | Autumn<br>T1 | <b>Narrative Writing:</b><br>The Narrative Arc and Prompts  | <ul style="list-style-type: none"> <li>● Freytag's pyramid (Narrative Arc).</li> <li>● Beginning (Exposition), Middle and End – Structural Techniques.</li> <li>● Characterisation. – Its function.</li> <li>● Setting – Its function.</li> <li>● Dialogue</li> <li>● Advanced descriptive techniques: adverbs, metaphors, personification, pathetic fallacy.</li> </ul> | <ul style="list-style-type: none"> <li>● Source Analysis – Comprehension of narrative structure/Analysis of language and structure.</li> <li>● Exposure to GCSE tasks - photo stimuli, autobiographical/personal writing</li> <li>● <b>Writing for purpose.</b></li> <li>● <b>Complex Activity: Descriptive writing.</b></li> </ul>   |
| 2    |              |   |  |   |
| 3    |              |   |  |   |
| 4    |              |   |  |   |
| 5    |              | <b>Novel: 20<sup>th</sup> Century / Marxist Theory – Class/Capitalism/Communism</b><br><br>Animal Farm<br>OR<br>The Lord of the Flies | <ul style="list-style-type: none"> <li>● Contextual Knowledge of the Russian Revolution</li> <li>● Narrative Structure.</li> <li>● Themes.</li> <li>● Characterisation and setting.</li> <li>● Marxism - economic theory</li> </ul>  | <ul style="list-style-type: none"> <li>● Analysis of language and structure.</li> <li>● Apt use of subject terminology.</li> <li>● Judicious use of precise references to support interpretation</li> <li>● Understanding of writers' methods</li> <li>● Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations, supported by theory.</li> <li>● Application of context.</li> <li>● <b>Complex Activity: Analytical Writing.</b></li> <li>● <b>Writing Genre: Analytical Essay.</b></li> </ul> |
| 6    |              |   |  |   |
| 7    |              |   |  |   |
| 8    |              |   |  |   |
| 9    |              |   |  |   |
| 10   |              |   |  |   |
| 11   |              |   |  |   |
| 12   |              | <b>Non Fiction Writing:</b><br>Letters and Editorials   | <ul style="list-style-type: none"> <li>● Form, Audience and Purpose.</li> <li>● Persuasive Techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>● Source Analysis - Analysis of language.</li> <li>● Evaluation of writer's perspective.</li> <li>● Selection of information.</li> <li>● Use of subject terminology.</li> </ul>  |
| 13   |              |   |  |   |
| 14   |              |   |  |   |

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|    |           |  |  | <ul style="list-style-type: none"> <li>● <b>Writing for purpose</b> – i.e. to persuade, argue, advise, inform</li> <li>● <b>Complex Activity:</b> Discursive Writing.</li> </ul>   |
| 15 |           | <b>Reteach Week</b>                        | <b>PEE Writing</b>   |  |
| 16 | Spring T1 | <b>Shakespeare: Tragedy</b><br><br>Macbeth | <ul style="list-style-type: none"> <li>● Contextual Knowledge of the Elizabethan/Jacobean Era</li> <li>● Themes</li> <li>● Characterisation and setting.</li> <li>● Language, form and structure.</li> <li>● Feminism</li> <li>● Language/Structure and Form</li> </ul>  | <ul style="list-style-type: none"> <li>● Analysis of Language, Form and Structure.</li> <li>● Apt use of subject terminology.</li> <li>● Judicious use of precise references to support interpretation</li> <li>● Understanding of writers' methods</li> <li>● Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations, supported by theory.</li> <li>● <b>Writing genre: Essay writing – analytical.</b></li> </ul> |
| 17 |           |  |  |  |
| 18 |           |  |  |  |
| 19 |           |  |  |  |
| 20 |           |  |  |  |
| 21 | Spring T2 |  |  |  |
| 22 |           |  |  |  |
| 23 |           |  |  |  |
| 24 |           |  |  |  |
| 25 |           |  |  |  |
| 26 |           |  |  |  |
| 27 | Summer T1 | <b>Narrative Writing:</b>                  | <ul style="list-style-type: none"> <li>● Freytag's pyramid (Narrative Arc).</li> <li>● Beginning (Exposition), Middle and End – Structural Techniques.</li> <li>● Characterisation. – Its function.</li> <li>● Setting – Its function.</li> <li>● Advanced descriptive techniques: extended metaphors, personification, pathetic fallacy.</li> </ul> | <ul style="list-style-type: none"> <li>● Source Analysis – Comprehension of narrative structure/Analysis of language and structure.</li> <li>● Exposure to GCSE tasks - photo stimuli, autobiographical/personal writing</li> <li>● <b>Writing for purpose.</b></li> <li>● <b>Complex Activity:</b> Descriptive writing.</li> <li>●</li> </ul>   |
| 28 |           |  |  |  |
| 29 |           | <b>Non Fiction Writing</b>                 | <ul style="list-style-type: none"> <li>● Form, Audience and Purpose.</li> <li>● Persuasive Techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>● Source Analysis - Analysis of language.</li> <li>● Evaluation of writer's perspective.</li> </ul>   |
| 30 |           |  |  |  |

|    |              |  |   |   |
|----|--------------|--|---|---|
|    |              |  |   | <ul style="list-style-type: none"> <li>● Selection of information.</li> <li>● Use of subject terminology.</li> <li>● <b>Writing for purpose</b> – i.e. to persuade, argue, advise, inform</li> <li>● <b>Complex Activity:</b> Discursive Writing.</li> </ul>  |
| 31 | Summer<br>T2 | <b>Literary Canon Part 3: Poetry/Extracts</b><br><br>Romantic - nature<br>Eco-critical theory (nature)<br><br>Anthology of 10 poems  | <ul style="list-style-type: none"> <li>● Language, Form and Structure</li> <li>● Theme – nature</li> </ul>  | <ul style="list-style-type: none"> <li>● Analysis of Language, Form and Structure.</li> <li>● Application of context.</li> <li>● Apt use of subject terminology.</li> <li>● Judicious use of precise references to support interpretation</li> <li>● Understanding of writers' methods</li> <li>● Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations, supported by theory.</li> <li>● <b>Complex Activity:</b> Analytical Writing.</li> <li>● <b>Writing Genre:</b> Analytical Essay.</li> </ul> |
| 32 |              |  |   |   |
| 33 |              |  |   |   |
| 34 |              |  |   |   |
| 35 |              |  |   |   |
| 36 |              | <b>ENGLISH LANGUAGE</b>  | <ul style="list-style-type: none"> <li>● Form, Audience and Purpose.</li> <li>● Persuasive Techniques.</li> </ul>   | <ul style="list-style-type: none"> <li>● Source Analysis - Analysis of language.</li> <li>● Evaluation of writer's perspective.</li> <li>● Selection of information.</li> <li>● Use of subject terminology</li> </ul>   |
| 37 |              |  |   |   |
| 38 |              |  |   |   |
| 39 |              | <b>Spoken Language 3</b><br><br>Balloon Debate<br><br>"You are in a hot air balloon that is losing height rapidly. It will soon crash into the side of a mountain because it is overweight. To prevent the certain death of everybody on | <ul style="list-style-type: none"> <li>● speaking devices to argue / persuade</li> <li>● Research skills</li> <li>● Identification and analysis of PAF</li> </ul> | <ul style="list-style-type: none"> <li>● Planning, drafting, editing, redrafting</li> <li>● Peer and/or self-assessment to improve draft</li> <li>● Writing coherent and well-structured paragraphs</li> <li>● Apt use of intonation, paralinguistic features and prosodic features</li> </ul>  |

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|----|--|---|--|--|
|    |  | board, only one person will be allowed to stay in the balloon!" |  |  |
| 40 |  |   |  |  |