

ENGLISH Year 9 Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ethos Links	Character – respect, responsibility and kindness	Character – respect, responsibility, kindness	STEM – Impact of new technology on 19 th century literature	Character – respect, responsibility, kindness	Character – respect, kindness, responsibility	Sustainability and STEM – creating a society
Unit of Work	Modern Drama - <i>Blood Brothers</i> by Willy Russel (For academic year 2022/3 only this will be <i>Face</i> by Benjamin Zephaniah)	Shakespeare Whole Play Study <i>Hamlet</i> by William Shakespeare	Gothic Extracts and Short Stories	Poetry Anthology Belonging: Poetry about place, culture, and identity.	Dystopian Fiction <i>Lord of the Flies</i> by William Golding	Dystopian Fiction <i>Lord of the Flies</i> by William Golding + Speaking and Listening
Learning End Points (Literature)	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ The features of an extended play script and how this differs to prose. ➤ How dramatists use staging, stage directions, stagecraft, motifs and to explore complex themes such as fate vs free will. ➤ The structure of the play and how characters, events and complex themes are 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ Features of the tragic genre in depth ➤ Shakespeare’s use of a tragic structure in the context of reading a whole play. ➤ What a tragic hero is and the role within the play. ➤ Complex themes within the play such as revenge, 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ The features and conventions of the gothic genre across several extracts and short stories. ➤ Significant characters (included archetypes), key settings and events in studied works and how these relate to complex themes. 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ How place has been used to create meaning and explore identity in modern and classic poetry. ➤ The concepts of British values, multiculturalism, identity and how this impacts the English language through poetry. ➤ What dialect, accent and Standard English 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ Features of the dystopian genre and texts as microcosms (other worlds in miniature). ➤ The key characters and how they relate to symbolism and represent complex ideas. ➤ Complex themes in the novel such as civilisation, savagery, 	<p>By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ A variety of non-fiction texts related to complex themes in the novel. ➤ The features of a full range of non-fiction text types. ➤ Viewpoints and perspectives presented in non-fiction texts.

	<p>communicated through dialogue and staging.</p> <ul style="list-style-type: none"> ➤ Relevant modern contexts such as politics across two time eras (1950s and 1980s) used to create meanings. 	<p>fate, corruption etc.</p> <ul style="list-style-type: none"> ➤ Elizabethan / Jacobean context such as succession, the supernatural and gender, and apply this to themes and ideas in the play. ➤ 	<ul style="list-style-type: none"> ➤ How the gothic has evolved over time through the influence of key authors. ➤ Further knowledge of Victorian and pre-19th century contexts and how this relates to and influences themes and genre (such as science vs religion). 	<p>are and how these have been used to create and portray voices in poetry.</p> <p>A wide range of language techniques specific to poetry and their effect.</p>	<p>innocence, and war.</p> <ul style="list-style-type: none"> ➤ Key events in the novel and how setting, plot and characterisation within the novel relate to complex themes. ➤ 	
	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Analyse complex themes and ideas in relation to context of the play's setting and the context of its production. <p>Select interesting quotations to explore how structure, scripting and staging has created complex themes related to character, setting, genre etc</p>	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Read Shakespearean language with resilience across a whole play. ➤ Analyse Shakespearean language and evaluate methods through the presentation of key themes in the play. <p>Analyse Shakespeare's use of language and structural techniques.</p>	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Read pre-19th Century language with resilience across a genre featuring a range of text types. ➤ Analyse character, setting, events, genre etc and evaluate the wider ideas such as complex themes and context. <p>Analyse interesting quotations and identify a range of techniques to evaluate effect.</p>	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Explore the presentation of complex themes of place, culture, and identity ➤ Select interesting quotations to analyse complex themes and ideas. ➤ Explore structure, language, and language techniques and relate to the themes and contexts presented by the poem. <p>Compare poems.</p>	<p>By the end of this unit, students will develop their ability to:</p> <ul style="list-style-type: none"> ➤ Analyse complex themes and ideas. ➤ Evaluate how writers portray character, use of setting, genre etc, and link to wider ideas such as themes and context. <p>Analyse interesting quotations and identify word choice and wider language techniques to evaluate effect.</p>	<p>By the end of this unit, students will develop their ability to:</p> <p>Select interesting quotations and identify word choice and wider language techniques to explore viewpoint and perspective in non-fiction texts.</p>

Learning End Points (Language)	<p>By the end of this unit, students will know and understand: (Sentences)</p> <ul style="list-style-type: none"> ➤ Full range of sentence types and how to use these for effect. ➤ Phrases and clauses and how to vary sentence openers for impact. <p>Sentence purposes such as declarative, imperative, exclamatory, and interrogative.</p>	<p>By the end of this unit, students will know and understand: (Content)</p> <ul style="list-style-type: none"> ➤ Full range of non-fiction text types. ➤ Appropriate tone of voice for 1st and 3rd person for both fiction and non-fiction. <p>Rhetorical devices and how to use with a five-part classical structure.</p>	<p>By the end of this unit, students will know and understand: (Language)</p> <ul style="list-style-type: none"> ➤ Pathetic fallacy and how to create it using sensory language for effect. <p>A full range of language techniques used alongside complex vocabulary to create a range of voices and for effect.</p>	<p>By the end of this unit, students will know and understand: (Organisation)</p> <ul style="list-style-type: none"> ➤ How to change paragraphs length for effect. ➤ How to use topic sentences and a range of discourse markers to organise their work. ➤ The difference between plot (what happens) and narrative (how it happens). <p>A five-part classical structure for non-fiction</p>	<p>By the end of this unit, students will know and understand: (Accuracy)</p> <ul style="list-style-type: none"> ➤ Full range of punctuation. ➤ Common grammatical errors such as fragments, comma splicing, tense, and how to correct them. <p>How to proofread and edit their work to improve effect.</p>	<p>By the end of this unit, students will know and understand: (Speaking and listening)</p> <ul style="list-style-type: none"> ➤ The complex themes in the novel such as civilisation, savagery, innocence, and war. ➤ How to express opinions in response to them and be able to deliver a speech about them. <p>To apply features of rhetoric within engaging spoken pieces.</p>
	<p>By the end of this unit, students will develop their ability to: (Sentences)</p> <p>Use a full range of sentence constructions and purposes accurately and for effect.</p>	<p>By the end of this unit, students will develop their ability to: (Content)</p> <p>Produce purposeful texts expressing ideas and viewpoints with appropriate tone and register in fiction and non-fiction writing.</p>	<p>By the end of this unit, students will develop their ability to: (Language)</p> <ul style="list-style-type: none"> ➤ Use appropriate vocabulary across a variety of voices. ➤ Use a full range of language techniques for effect. 	<p>By the end of this unit, students will develop their ability to: (Organisation)</p> <ul style="list-style-type: none"> ➤ Use paragraphs to create effect in writing. ➤ Plan fiction considering sequence for impact. 	<p>By the end of this unit, students will develop their ability to: (Accuracy)</p> <ul style="list-style-type: none"> ➤ Proofread and edit their work to improve accuracy. <p>Use grammar across a range of text types for effect.</p>	<p>By the end of this unit, students will develop their ability to: (Speaking and listening)</p> <ul style="list-style-type: none"> ➤ Express sophisticated ideas. ➤ Organise presentations effectively to engage their

				Plan non-fiction using a classical five-part structure.		intended audiences. Listen to questions responding perceptively.
Key Vocabulary	nurture theatre abandon poverty opposites society inequality capitalism superstition unemployment	dirge enmity jocund traitorous harbinger apprehension hypocrisy portentous obsequious countenance	abstruse despair futility uncanny grotesque ominous supernatural mysterious femme fatale claustrophobia	imperative dialect pronunciation unnoticed atmosphere splendour smithereens congregation ceremonies estrangement	scornful furtive utopia dystopia recrimination inscrutable incredulous Messianic malevolent mutinous	nurture theatre abandon poverty opposites society inequality capitalism superstition unemployment