

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 |
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| Ethos Links | Character – respect, responsibility, kindness | Character – respect, responsibility and kindness | Character – respect, responsibility, kindness | STEM – Impact of new technology on 19 th century literature | Character – respect, kindness, responsibility | Sustainability and STEM – creating a society |
| Learning End Points | <p><u>Poetry Anthology</u> Belonging: Poetry about place, culture, and identity.</p> <p><u>READING</u> 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 are and how these have been used to | <p><u>Modern Drama</u> - <i>Blood Brothers</i> by Willy Russel</p> <p><u>READING</u> By the end of this unit, students will know and understand:</p> <ul style="list-style-type: none"> ➤ The features of a play script and how this differs to prose. ➤ Elements of staging and stagecraft and how this is used to create meanings. ➤ The structure of the play and how characters, ideas and events are communicated through dialogue. ➤ Modern contexts and issues such | <p><u>Shakespeare Whole Play Study</u> <i>Hamlet</i> by William Shakespeare</p> <p><u>READING</u> 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, fate, corruption etc. ➤ Elizabethan / Jacobean context | <p><u>Gothic</u> Extracts and Short Stories</p> <p><u>READING</u> 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. ➤ How the gothic has evolved over time through the | <p><u>Dystopian Fiction</u> <i>Lord of the Flies</i> by William Golding</p> <p><u>READING</u> 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, innocence, and war. | <p><u>Dystopian Fiction</u> <i>Lord of the Flies</i> by William Golding + Speaking and Listening</p> <p><u>READING</u> 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. |

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| | <p>create and portray voices in poetry.</p> <ul style="list-style-type: none"> ➤ A wide range of language techniques specific to poetry and their effect. <p>WRITING 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). ➤ A five-part classical structure for non-fiction | <p>as cities, gangs, and multiculturalism.</p> <p>WRITING 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. ➤ Sentence purposes such as declarative, imperative, exclamatory, and interrogative. | <p>such as succession, the supernatural and gender, and apply this to themes and ideas in the play.</p> <p>WRITING 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. ➤ Rhetorical devices and how to use with a five-part classical structure. | <p>influence of key authors.</p> <ul style="list-style-type: none"> ➤ 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>WRITING 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. ➤ A full range of language techniques used alongside complex vocabulary to create a range of voices and for effect. | <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>WRITING 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. ➤ How to proofread and edit their work to improve effect. | <p>WRITING 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. ➤ To apply features of rhetoric within engaging spoken pieces |
| <p>Key Vocabulary</p> | <p>Imperative Dialect Pronunciation Unnoticed Atmosphere Splendour</p> | <p>Nurture Theatre Abandon Poverty Opposites Society</p> | <p>Dirge Enmity Jocund Traitorous Harbinger Apprehension</p> | <p>Abstruse Despair Futility Uncanny Grotesque Ominous</p> | <p>Scornful Furtive Utopia Dystopia Recrimination Inscrutable</p> | <p>Scornful Furtive Utopia Dystopia Recrimination Inscrutable</p> |

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| | Smithereens Congregation Ceremonies Estrangement | Inequality Capitalism Superstition Unemployment | Hypocrisy Portentous Obsequious Countenance | Supernatural Mysterious Femme fatale Claustrophobia | Incredulous Messianic Malevolent Mutinous | Incredulous Messianic Malevolent Mutinous |
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