



Year 9 Curriculum Guide

Subject: English

Subject Leader: Rosamond Koroma

Method of assessment

Every half term, the students will have one formal assessment and one informal piece of work with written feedback. Formal assessments can consist of written essays and oral presentations. At the end of the year, the students will undergo a language exam whereby all aspects of the course, both knowledge and skills, will be tested.

Overview

	Autumn Term	Spring Term	Summer Term
1st Half	<p>Dickens' Great Expectations</p> <p>Context: Victorians-social structure, and Gothic</p> <ul style="list-style-type: none"> ❖ Narrative ❖ Setting ❖ Narrator ❖ Character ❖ Themes ❖ Language <p>Formative assessment: Monologue: Miss Havisham</p> <p>Summative assessment: Writer's methods: commenting on /analysing/evaluating Pip's visit (s) to Satis House</p>	<p>Shakespeare – Romeo and Juliet</p> <p>Form: Tragedy</p> <p>Structure:</p> <ul style="list-style-type: none"> ❖ Soliloquy ❖ Setting ❖ Dramatic irony ❖ Aside ❖ Prologue ❖ Iambic pentameter <p>Language:</p> <ul style="list-style-type: none"> ❖ Allusion ❖ Metaphors ❖ Similes etc. <p>Formative assessment: newspaper article on the party scene</p> <p>Summative assessment: Character analysis: commenting on/analysing/evaluating Act 3 Sc. 5 The presentation of Lord Capulet in this scene and in the play as a whole.</p>	<p>Short Stories – Literary Shorts and Angela Carter</p> <p>Short stories' features:</p> <ul style="list-style-type: none"> ❖ Narrative ❖ Setting ❖ Narrator ❖ Character ❖ Themes ❖ Language <p>Formative assessment: Commenting on/analysing/evaluating the presentation of a protagonist featured in one of the short stories studied.</p> <p>Summative assessment: creative writing: own short story</p>
2 nd Half	<p>Relationships poetry</p> <p>Context: Relationships</p> <ul style="list-style-type: none"> ❖ Form ❖ Structure ❖ Language ❖ Themes ❖ Comparison <p>Formative: creative writing- a response poem having as a stimulus one of poems studied</p> <p>Summative assessment: discussion/comment/analysis</p>	<p>Exam preparation: Nonfiction Trapped unit, linked with S & L</p> <p>AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p>	<p>Jane Eyre/ The Woman in the Black</p> <p>Context: Victorians and women, and Gothic</p> <ul style="list-style-type: none"> ❖ Narrative ❖ Setting ❖ Narrator ❖ Character ❖ Themes ❖ Language <p>Formative assessment: diary entry: Jane in the Red Room</p> <p>Summative assessment: Themes:</p>

	Compare the theme of relationship by two poets studied in this unit.	AO4: Evaluate texts critically and support this with appropriate textual references . Formative assessment: Descriptive writing: place/setting Summative assessment: written exam	Commenting on /analysing/evaluating Jane presentation in one extract and in the novel as a whole.
--	--	---	---

Text Book/Reference/Resource guide:

EMC_LitShorts_Resources

Encyclopedia Britannica

Victorian web- <http://www.victorianweb.org/>

BBC Bitesize GCSE: http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryrelationships/

BBC Bitesize English Literature:

<http://www.bbc.co.uk/education/topics/zksycdm>