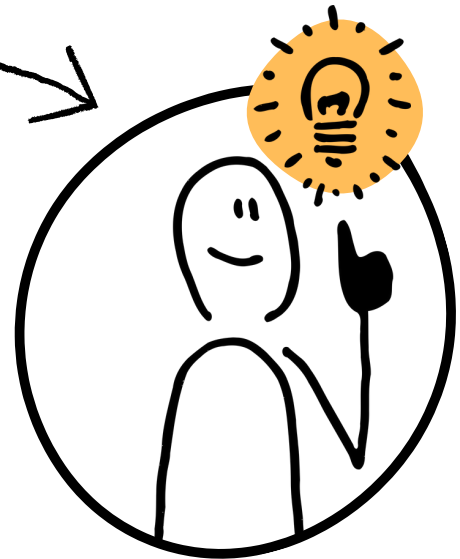


Year 9

CURRICULUM
AUTUMN TERM



01

'Animal Farm'

Throughout this term students will study George Orwell's political allegory 'Animal Farm' in its entirety. While studying the novel as a class, students will learn to interpret questions and ideas while supporting their opinions with quotations and textual reference. Students will explore writer's craft and appreciate a range of methods used by a writer to achieve a desired response from their reader. Intertwined with this, will be the teaching of the novel's dystopian themes from totalitarianism and dictatorship; the role of media and propaganda; influence, fear, and control as students will learn to become critical thinkers surrounding text production and reception. To develop students' schema and understanding extracts from '1984' are explored with references being made to the Dystopian Fiction texts studied towards the end of Year 7 with cross-curricular links made to History and the Russian Revolution. Throughout the term, emphasis is given to reading skills as the students will complete a variety of questions to develop their ability to critically analyse and explore material in depth and to the students' writing skills across a range of forms: from creative writing: descriptive and narrative; to transactional writing: articles, letters, speeches, leaflets and essays.

Key Concepts Covered

Identity, Diversity, and Discrimination
Gender Expectations and the Patriarchy
Imagined Worlds and Human Nature
Social Class and Hierarchy

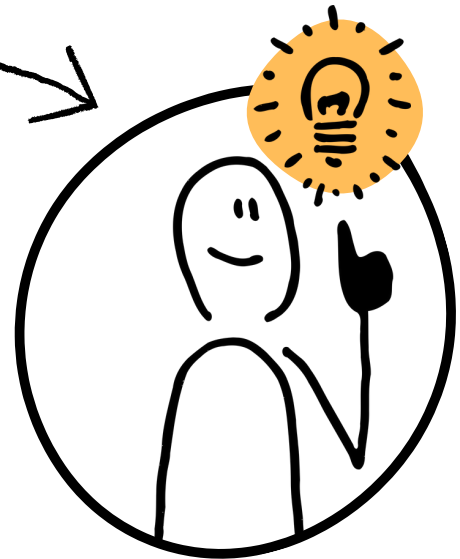


Year 9

CURRICULUM SPRING TERM

02

'A Doll's House'



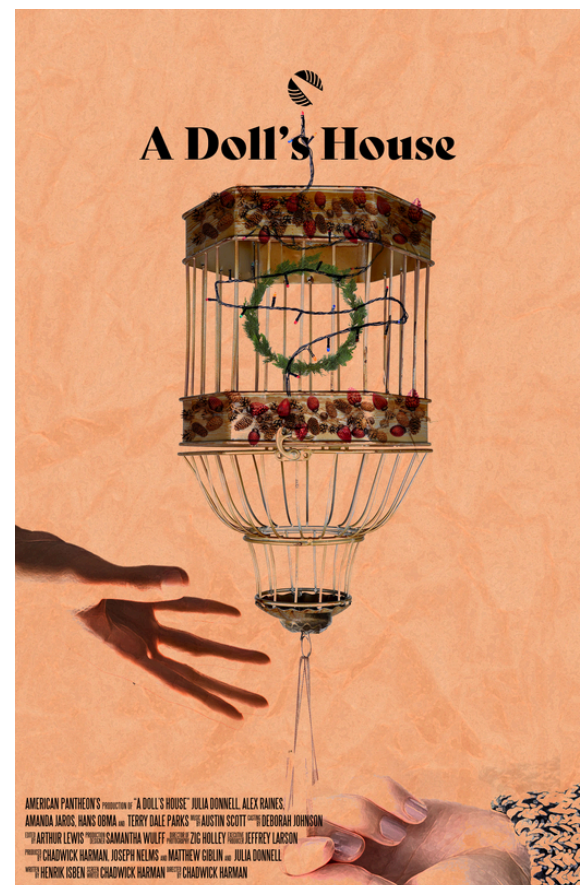
Key Concepts Covered

Social Class and Hierarchy
Gender Expectations and the Patriarchy
Power and Conflict

To prepare students for their GCSE studies, throughout this term student study Henrik Ibsen's 'A Doll's House' in its entirety. While studying the iconic drama as a class, students will learn to interpret questions and ideas while supporting their opinions with quotations and textual reference. Students will explore writer's craft and appreciate a range of methods used by a writer to achieve a desired response from their reader. Intertwined with this, will be the teaching of the play's themes surrounding class stratification and social injustice; the sacrificial role of women and the harm of the patriarchy; alongside marital and filial obligations; as students will learn to become critical thinkers surrounding text production and reception. Often considered an inspiration to J B Priestley for his classic morality play 'An Inspector Calls', students gain an insight into the playwrights' socialist intentions with a greater understanding of the frustrations of their contemporary societies.

Throughout the term, emphasis is given to reading skills as the students will complete a variety of questions to develop their ability to critically analyse and explore material in depth and to the students' writing skills across a range of forms: from creative writing: descriptive and narrative; to transactional writing: articles, letters, speeches, leaflets and essays.

At the end of the term, students explore a range of non-fiction texts to explore The Titanic and social class to 'bridge the gap' between this unit and the GCSE Modern Text 'An Inspector Calls'.



Year 9

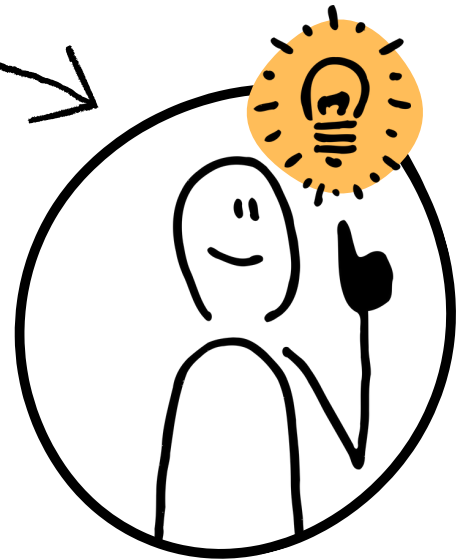
CURRICULUM
SUMMER TERM

03

'Romeo & Juliet'

Students continue their study of Shakespeare and creative explorations through Shakespeare's infamous tragedy 'Romeo & Juliet' as they explore the themes of love, deception and identity. While studying their play in class, students will learn to interpret questions and ideas while supporting their opinions with quotations and textual reference, building on the skills acquired in the autumn term. Students will explore Shakespeare's craft as a playwright and appreciate a range of drama and language methods used to achieve a desired response from the reader/audience. Intertwined with this, will be the teaching of socio and political context of the Elizabethan period and its pertinence in understanding the action, characters, themes and authorial intentions in the play.

Throughout the first half term, emphasis is given to reading skills to build familiarity with Shakespeare's language. There is also a focus on critical thinking skills, where 'big questions' posed through the text are explored and debated. Oracy is further developed through the teaching and use of analytical terms and subject specific vocabulary when speaking about the text in class, and may be assessed through presentation. In the second half term, emphasis is given to a range of interpretations explored through class discussion and through film and stage adaptations. Students are encouraged to use creative writing as a medium in which to express their ideas and interpretations.



Key Concepts Covered

Identity, Diversity, and Discrimination
Power and Conflict
Gender Expectations and Patriarchy
Social Class and Hierarchy
Imagined Worlds and Human Nature

