









EPHS Year 9 Curriculum Overview 2022-23

| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
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| Seminal Literature: Animal Farm Language study: The Gothic | | Language Study: Language Study: Rhetoric in a range of text types | | Literature: Poetry: Disturbed Voices | Literary Heritage/Drama: Shakespeare: Romeo and Juliet |
| Big Question: How do writers use language to persuade others to act? Can I use elements of the Gothic genre to create suspense? | | Big Question: How can writers be a voice for societal change? | | Big question: What can poetry teach us about peoples' state of mind? | Big Question:  National Theatre Production  What does Shakespeare teach us about the futility of conflict? |
| Assessment: self/peer/teacher (x2) and on-going formative assessment | | Assessment: self/peer/teacher (x2) and on-going formative assessment | | Assessment: self/peer/teacher (x2) and on-going formative assessment | |
| Linguistic focus: How language is dynamic and changes over time | | Linguistic focus: How language and persuasive techniques are utilised | | Linguistic focus: How poetry and drama are written to be spoken | |
|  RATIONALE: This scheme develops students'  | |  RATIONALE: This scheme develops students'  | |  RATIONALE: This scheme develops students'  | |
| knowledge of a canonical and seminal text building upon prior exploration of social and historical contextual considerations. Students revisit rhetoric and gain a knowledge of Orwell's biographical details; the context of the Russian Revolution; allegoric genre; exploitation and social hierarchy; the power of education; use of propaganda; use of foreshadowing; omniscient narration; the conventions of utopian and dystopian societies and how democracy works. Gothic is introduced as contrasting genre with its conventions, features and tropes. This unit is taught now because it allows students to develop their understanding of communism, socialism, and capitalism, which will feed forward to their study of powerlessness at KS4. Students should be able to utilise their knowledge of heroic figures and villains from previous study and apply these concepts to Gothic characters and settings. | | knowledge and understanding of how to form an effective argument. Students will learn about the structure of a formal debate; will develop their use of persuasive techniques in their writing and will enhance their oracy through class / wider presentation. This unit is taught now because it offers a return to non-fiction following a fictional unit for balance. Students will be able to look for some of the techniques they will have covered previously but the vocabulary and subject matter is now more intense and emotive to work in additional challenge. | | understanding of a range of poems with increasingly complex narratives, whilst exposing them to a range of poetic forms and conventions. This unit is taught now because it builds on previous study of poetic and links to further study throughout KS3 & KS4. It offers an opportunity to further enhance analytical skills but also aims to develop the ability to read for alternative interpretations. | knowledge of Shakespeare's works by approaching a text which requires a greater level of maturity, exploring the notion of patriarchy and how this social structure has been challenged / still exists today. Students explore the gender, and toxic masculinity and its potentially devastating consequences. This unit is taught now because introduces them to the tragedy genre and reinforces dramatic conventions from Yr7 &8, and builds on the importance of context in understanding a text which is a thread throughout the curriculum. |
| Link to previous study: *The importance of contextual understanding *Dystopian fiction – Maggot Moon *Rhetoric (Spring Yr7&8) * Gothic elements in Frankenstein Link to future study: *Society and oppression in AIC &ACC *Rhetoric – used/analysed in KS4 *Creative writing – used/analysed in KS4 | | Link to previous study: * Reading for meaning & rhetoric (Yr7&8) *Analysing language and its impact on the reader * Expressing views and opinions effectively (Yr7&8) Link to future study: * Spoken language component of GCSE English Language *Cultivating and developing a personal response required for transactional writing at KS4 | | Link to previous study: * Analysis of poetic devices in Yr7&8 * Analysis of psychological profile of speaker (Frankenstein, Maggot Moon) Link to future study: * The study of poetry and context is woven throughout the KS3 and KS4 *Alternative interpretation is a high order skill needed at KS4 | Link to previous study: * Yr7 &8 study of Macbeth /Tempest *Contextual understanding *Dramatic conventions Link to future study: *Further Shakespeare study, e.g. Julius Caesar *Power, oppression and hierarchies (AIC, ACC, Julius Caesar) |

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| <p>Cultural Capital: Exposing students to a seminal novel from the literary canon depicting a dystopian society. The concepts of communism, socialism, and capitalism are integral to understanding. Students explore current issues involving identity, freedom, propaganda and look at the purpose at dystopian fiction in raising topical issues. How the animals are manipulated and exploited develop students' personal development. The Gothic unit introduces Students to their literary heritage and traditions and allows them to explore how the genre has changed throughout time.</p> | <p>Cultural Capital: Exposing students to rhetoric – a body of knowledge that teaches students how to think and communicate. The text exposes them to a range of literary non-fiction such as obituaries, letters, travel writing and autobiography. As part of their personal development, students are continually developing their own voice and can articulate a reasoned argument, and will become be discerning readers and listeners in adult life. Additionally, articulating their own thoughts will help them with their chosen career path.</p> | <p>Cultural Capital: Exposes students to a range of poetry and poets, in particular dramatic monologues. They explore the psychological aspect of the speaker, evaluating their reliability and mental health. Discussions surrounding morality, motives and mental health all enhance students' personal development.</p> | <p>Cultural Capital: Having studied comedy in Yr8, students return to tragedy and the conventions of theatre. They explore contextual factors such as patriarchy and where this exists today, and notions of honour, shame and reputation. Notions of masculinity and parenthood are explored, enhancing students' personal development.</p> |
| <p>Knowledge and Skills: This novel study moves deeper into contextual considerations of works of literature. How AF an allegory of the USSR Cultural awareness through the exploration of historical, social, ethical and political issues within the novel Develop their own thoughts and opinions through critical thinking and analysis of texts/media.</p> <p>Skills studied: Reading: Inferring meaning, analysing how language impacts the reader. Identifying, selecting and analysing features of language and structure Writing: Using elements of the Gothic. Manipulating language. Paragraphing effectively, using connectives. Linking idea, developing use of sentence structure. Speaking and listening: group reading class and whole class discussion.</p> | <p>Knowledge and skills: Rhetorical devices Logos, pathos, ethos, Genre conventions of a range of non-fiction How context shapes attitudes</p> <p>Reading: Continued language analysis and also interpretation, analysis, and evaluation. Comparison of texts, including impact of context. Writing: Writing for task, audience and purpose, developing ideas, organising writing with effective paragraphing. Using discourse markers. Incorporating rhetorical devices into own writing. Speaking and listening: Class discussions based on key ideas raised in texts studied.</p> | <p>Knowledge and skills: Structural devices within poems e.g. stanzas, rhyme schemes Understanding of poetic forms e.g. dramatic monologues and speakers' viewpoint Understanding of the writers' methods and the effects upon the reader Social & historical context of poems</p> <p>Reading: Finding information and selecting apt quotations. Identifying and analysing features of language. Identifying purpose, explaining viewpoint. Comparing texts and contexts of texts; exploring alternative interpretations. Writing: Organising own writing, making ambitious vocabulary choices. Using subject specific vocabulary in analytical writing. Creative extended writing using poem as inspiration. Speaking and listening: Poetry reading (individual), poetry performance (individual), group performance of poem. Opportunities for class discussion of poetry.</p> | <p>Knowledge and skills: Contextual aspects, including gender roles and honour. Genre conventions of plays (prologue, sonnet form, dramatic irony, sub-plot, soliloquy, aside) Understanding of playwright's methods; key themes and ideas throughout the play</p> <p>Reading: Finding information, identifying quotations. Inferring meaning, analysing how language impacts the reader. Using evidence to support ideas/assertions and exploring alternative interpretations. Writing: for task, audience and purpose using effective sentence structure. Using subject specific vocabulary in analytical writing. Creative extended writing using poem as inspiration. Speaking and listening: Group and individual reading of playscript, role play performance.</p> |