



Dallam School

Curriculum Overview

Department: English
Year Group: 9

Overarching Theme: Other Worlds

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Modern Novel Analytical Writing: Exploring language and structure	Theme/ topic: Gothic Fiction Descriptive and Narrative Writing	Theme/ topic: Shakespeare – Full Play Study Writing critical evaluations	Theme/ topic: Disturbed Minds – Comparison skills Speaking and Listening skills	Theme/ topic: Modern Drama: Noughts and Crosses GCSE English Literature skills	

By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):

<ul style="list-style-type: none"> ➤ Context: social, historical and political ➤ Subject terminology for literary techniques ➤ Structural devices and language techniques ➤ <i>Tier 3 vocabulary:</i> American dream, racism, prejudice, discrimination, ageism, sexism, segregation, migrant worker, meritocracy, symbiotic, setting, pathetic fallacy, figurative language, semantic field, zoomorphism, personification, symbolism, metaphor, 	<ul style="list-style-type: none"> ➤ The conventions of the gothic fiction genre ➤ Context: social, historical and political ➤ <i>Tier 3 vocabulary:</i> Narrative hook, perspective (narrative, inward, outward), pathetic fallacy, omniscient, supernatural, prophecy, dichotomy, tyranny, anticipation, foreshadowing, foreboding, revelation, withholding, protagonist, 	<ul style="list-style-type: none"> ➤ Context: social, historical and political ➤ Moral impact of the play ➤ Terminology for elements of language, structure and form ➤ Conventions of play scripts and staging ➤ <i>Tier 3 vocabulary:</i> Drama, tragedy, comedy, form, prologue, soliloquy, monologue, dialogue, blank verse, iambic pentameter, sonnet, prose, poetry, rhyming couplet, comic relief, dramatic irony, juxtaposition, imagery, figurative language, pathetic fallacy, characterisation, setting, action, 	<ul style="list-style-type: none"> conventions of non-fiction, fiction, and poetry texts ➤ Contextual influences over the selection of material ➤ The ways attitudes are presented in different texts ➤ <i>Tier 3 vocabulary:</i> Rhetoric, direct address, salutation, formality, colloquialism, emotive language, hyperbole, pathos, ethos, logos, discourse markers, perspective, attitude, bias, counter argument, direct address, flattery, facts, opinions, superlatives, statistics, imperative, adverbial phrase, figurative language, simile, 	<ul style="list-style-type: none"> ➤ Context: social, historical and political ➤ Moral impact of the play ➤ Terminology for elements of language, structure and form ➤ Conventions of play scripts and staging ➤ Conventions of non-fiction text types ➤ <i>Tier 3 vocabulary:</i> Dystopian, discrimination, (in)equality, (in)justice, bigotry, oppression, derogatory language, stage directions, ambiguity, dual narrative, perspective (narrative, inward, outward), focus (shift, widened, narrowed), juxtaposition, contrast,
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<i>simile, characterisation (direct and indirect), pathetic fallacy, setting, action, dialogue, foreshadowing, withholding, revelation, equilibrium, false equilibrium, focus (shift, widened, narrowed), perspective (narrative, inward and outward)</i>	<i>antagonist, characterisation, setting, action, in media res, dialogue, conspiracy of silence, allusions, figurative language, simile, metaphor, personification, sibilance, tension, suspense, sequence, equilibrium(dis/false), exposition, climax, resolution</i>	<i>foreshadowing, withholding, revelation,</i>	<i>metaphor, personification, comparative connectives, intent, connotations, imagery, repetition, plosives, assonance, alliteration, sibilance, semantic field, oxymoron, juxtaposition, perspective, narrative, colloquial, structure</i>	<i>foreshadowing, withholding, revelation, declarative, interrogative, imperative, exclamative, dialogue, theme, context</i>
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They will understand (key concepts):

<ul style="list-style-type: none"> ➤ Authorial intent. ➤ How bias and opinion can be communicated through sub-text ➤ Register and the effect on the reader ➤ The author's craft: the use of figurative, emotive and rhetorical language ➤ The use of specific vocabulary and the connotations of this ➤ How to use inference and deduction to explore layers of meaning within a text. ➤ How writers structure texts for intended effects 	<ul style="list-style-type: none"> ➤ The way authors craft their writing ➤ The techniques used to develop layers of meaning ➤ How writers develop mood and atmosphere ➤ How context influences content ➤ Effective plan, structure and crafting of narratives 	<ul style="list-style-type: none"> ➤ How key themes underpin the messages conveyed throughout a play ➤ How characters develop over the course of the play ➤ The methods used by playwrights to convey meaning ➤ The effects of literary techniques, both language and structure. ➤ How to evaluate across a whole text ➤ How to make a detailed response using key scenes ➤ How context influences the decisions surrounding characters, themes, plot and settings. ➤ How to respond to a text in a personal and critical style. 	<ul style="list-style-type: none"> ➤ How attitudes and perspectives are presented through non-fiction ➤ The way authors craft transactional writing ➤ How texts are structured for effect ➤ The nuances of language and how it can be interpreted in different ways 	<ul style="list-style-type: none"> ➤ How attitudes/perspectives adjust between time periods ➤ How different cultures and belief systems influences messages and moral lessons conveyed in texts ➤ How to empathise with others' experiences and situations. ➤ How authors convey meaning through literary techniques, both language and structure. ➤ How to formulate an analytical response using a critical style ➤ How inference and deduction can be used to interpret language at sentence and word level
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They will know how to (key skills including speaking, reading and writing in this subject):

Core Skills ➤ Analyse writers' techniques – language,	Core Skills ➤ Apply a range of language techniques	Core Skills	Core Skills: Reading	Core Skills End of year assessment will be based on GCSE assessment
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<p>including sentence forms</p> <ul style="list-style-type: none"> ➤ Use evidence ➤ Analyse quotation ➤ Zoom in and explore connotation and implied meaning <p>Discretionary skills:</p> <ul style="list-style-type: none"> ➤ Vary sentence structures ➤ Use effective paragraphing ➤ Structure whole texts effectively ➤ Apply a range of language techniques 	<ul style="list-style-type: none"> ➤ Apply a range of structural techniques ➤ Vary sentence structures ➤ Use ambitious vocabulary <p>Discretionary Skills:</p> <ul style="list-style-type: none"> ➤ Analyse writer's techniques – language ➤ Analyse writers' techniques – structure ➤ Explain the effect on mood/atmosphere ➤ Analyse quotation 	<ul style="list-style-type: none"> ➤ Analyse writer's techniques – language and structure ➤ Analyse the effect on reader/audience ➤ Analyse quotations ➤ Zoom in and explore connotation and implied meaning ➤ Explain effect on mood/atmosphere <p>Discretionary Skills:</p> <ul style="list-style-type: none"> ➤ Use ambitious vocabulary ➤ Use ambitious punctuation ➤ Vary sentence construction ➤ Apply show don't tell techniques when crafting writing 	<ul style="list-style-type: none"> ➤ Compare writers' methods and approaches ➤ Analyse quotations ➤ Explore effect on reader or audience ➤ Evaluate overall effectiveness of writer's choices and approaches <ul style="list-style-type: none"> ➤ Speak clearly and fluently ➤ Use standard English ➤ Apply a range of language devices ➤ Use a range of vocal tools to engage the audience ➤ Use a range of non verbal cues to engage the audience ➤ Listen attentively, asking relevant questions <p>Discretionary Skills:</p> <ul style="list-style-type: none"> ➤ Apply a range of literary techniques ➤ Structure whole texts effectively ➤ Use interesting and engaging material ➤ Justify opinions ➤ Vary sentence construction 	<p>objectives in preparation for studying Literature in year 10.</p> <p>Reading:</p> <p>AO1 Read, understand and respond to texts Students should be able to:</p> <ul style="list-style-type: none"> ● maintain a critical style and develop an informed personal response ● use textual references, including quotations, to support and illustrate interpretations <p>AO3 Show understanding of the relationships between texts and the contexts in which they were written</p> <p>Discretionary skills:</p> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>Writing</p> <ul style="list-style-type: none"> ➤ Use ambitious vocabulary ➤ Use ambitious punctuation ➤ Vary sentence construction ➤ Apply a range of literary techniques ➤ Structure whole texts effectively ➤ Select interesting and engaging material ➤ Develop paragraphing ➤ Justify opinions
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