



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview Year 9

Subject	English
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>
Curriculum intent:	<p>English holds a privileged position within the curriculum as both a core subject and one that unlocks learning in other subjects. It has the capacity to help remove disadvantage and improve the social mobility of young people who may lack opportunities and face barriers in their lives. Through the delivery of our knowledge-based curriculum, we want students to:</p> <ul style="list-style-type: none"> • Become fluent readers with an appreciation of literature, and an understanding of how it shapes and reflects the world we live in. • Develop compassion by teaching empathy and gaining insights in to the human condition • Be empowered to articulate viewpoints and ideas with courage and clarity in both the spoken and written form. • Be able to connect their learning in English with the knowledge and skills needed for work and lifelong learning. • Develop their vocabulary in order to narrow the word gap that limits literacy and understanding <p>Through the study of both English Language and Literature, students are constantly exploring British values and many aspects of the PSHE programme of study. Literary and non-literary texts have been selected that develop students' understanding of key themes such as: law, morals, political beliefs, freedom and repression, war, different cultures and beliefs, physical and emotional wellbeing, relationships, power and conflict and responsibilities. They are provided with the opportunity to discuss and debate ideas and relate fictional characters and their situations to the real world. Deep learning of knowledge in the aforementioned areas is intended to inspire curiosity in our students and encourage them to ask questions about the world they live in.</p> <p>At LFA QEMS, we teach a knowledge rich curriculum that supports students in mastering the ideas, concepts and stories that shape our world. Topics are interleaved so that knowledge is retained and mastered, and skills are acquired more quickly. Low stakes quizzing, knowledge organisers and metacognitive strategies are used routinely to support learning and allow students to recognise the gaps in their own knowledge.</p>



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<p>Threshold Concepts (TCs):</p>	<p>A good student of English understands that:</p> <ol style="list-style-type: none">1. English is about communication and meaning. [TC1]2. Acquiring a broad and varied vocabulary unlocks understanding of the wider world and opportunities in life. [TC2]3. Developing knowledge of effective listening and oracy develops acquisition and application of the language, as well as, reading and writing. [TC3]4. A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning. [TC4]5. Texts are influenced by the context in which they are written in, as well as, the context in which they are received. [TC5]6. Texts are written for a variety of different genres and for different purposes and audiences. [TC6]7. Literature provides a gateway into different interpretations of what it meant to be human in the past and what it means across time including the present and future. [TC7]8. Texts may explore numerous themes. [TC8]9. There are many ways to explore a text through: summary, synthesis, analysis, evaluation and comparison. [TC9]10. Writer's methods are intentional choices made by writers in order to achieve effects. [TC10]11. There are many literary theories which may be used to enhance the exploration of a text. [TC11]12. Successful communication is organised and cohesive. [TC12]13. Meaningful viewpoints and perspectives are underpinned by thesis. [TC13]14. Better arguments are supported by evidence. [TC14]15. Accurate spelling, punctuation and grammar contribute towards successful communication. [TC15]
<p>KS2 National Curriculum summary:</p>	<p>The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.</p> <p>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</p> <ul style="list-style-type: none">• word reading• comprehension (both listening and reading) <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.</p> <p>For writing, the programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:</p> <ul style="list-style-type: none">• transcription (spelling and handwriting)• composition (articulating ideas and structuring them in speech and writing)



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Teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

[Programme of Study for Key Stage 2 English link](#)

Learner skills:

Critical thinking



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING

Term 1 Aug-Oct

Term 2 Nov-Dec

Term 3 Jan-Feb

Term 4 Mar-Apr

Term 5 Apr-May
Term 6 Jun-Jul (Reading for Study and Poetry taught concurrently)

The Big Question

Year 9: Why do writers use different methods in order to create effects?

Big picture questions:

How does Bronte present Victorian Attitudes in the novel? (Extract Based)

How does Bronte present Jane's childhood experiences?

How does the character change throughout the play?

Which main character changes the most by the end of 'Small Island'?

How do I improve the accuracy and quality of the content in my writing?

How do I compare two different poems?

Content (Linked to TCs):

Jane Eyre
Victorian attitudes towards children; Rural isolation; Christianity
TCs 1 – 15 with a particular emphasis on TC10 (Writer's methods - are intentional choices made by writers in order

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Small Island
How to comment on modern drama; Dramatic conventions – stage directions, Acts and Scenes; How to analyse the structure of a play.
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How to comment on modern drama; Dramatic conventions – stage directions, Acts and Scenes; How to analyse the structure of a play.

Reading for Study
Reading nineteenth, twentieth and twenty-first century non-fiction; writing a letter, article, speech, essay; purpose, audience, formality, style.

Poetry
Explores different types of journeys (physical, spiritual, growing up, motherhood); students learn how to compare different poems



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	to achieve effects.) and TC7 (Literature provides a gateway into different interpretations of means across time including the present and future means across time including the present and future.)	made by writers in order to achieve effects.) and TC5 (Literature provides a gateway into different interpretations of means across time including the present and future means across time including the present and future.)	TC4 (A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning) and TC9 (There are many ways to explore a text through: summary, synthesis, analysis, evaluation and comparison.) TC10 (Writer's methods - are intentional choices made by writers in order to achieve effects.)	TCs 1 – 15 with a particular emphasis on TC4 (A text is a construct which possesses a form, is written in a particular style and has a structure which contributes towards meaning) and TC9 (There are many ways to explore a text through: summary, synthesis, analysis, evaluation and comparison.) TC10 (Writer's methods - are intentional choices made by writers in order to achieve effects.)	TCs 1 – 15 with a particular emphasis on TC12 (Successful communication is organised and cohesive) and TC13 (meaningful viewpoints and perspectives are underpinned by thesis.) TC10 (Writer's methods - are intentional choices made by writers in order to achieve effects.)	TCs 1 – 15 with a particular emphasis on TC6 (texts are written for a variety of different genres and for different purposes and audiences) and TC8 (Texts may explore numerous themes.) TC10 (Writer's methods - are intentional choices made by writers in order to achieve effects.)
Vocabulary Instruction:	Dependant, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance	Dependant, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance	Adversity / Adverse, Ambition, Colony, Dignified, Discriminate, Euphemism, Stigma	Adversity / Adverse, Ambition, Colony, Dignified, Discriminate, Euphemism, Stigma	Holistic, bleak, corset, liberation, seize, capture, atrocious, humane, inhumane, traumatic, exonerate, advocate	Extended metaphor, epic poem, procrastinate
Assessment:	Literature written response question	Literature written response question	Literature written response question <i>Summative Assessment</i>	Literature written response question	Literature written response question	Literature written response question <i>Summative Assessment</i>
Key/Historical misconceptions in this unit:	Knowledge surrounding Charlotte Brontë's childhood; Defining the term Juxtaposition and applying the term; Victorian attitudes towards children and how they should behave	Knowledge surrounding Charlotte Brontë's childhood; Defining the term Juxtaposition and applying the term; Victorian attitudes towards children and how they should behave	Understanding of embedding of the Windrush; contextualising racism and treatment of others; deliberate structure created by the playwright to mimic author and effect	Understanding of embedding of the Windrush; contextualising racism and treatment of others; deliberate structure created by the playwright to mimic author and effect	Formatting responses in the incorrect style i.e., speech, article; Identifying mistakes and improvements and making appropriate corrections to responses	Associating the poem with the incorrect writer; associating aspects of romantic poems with other poems; Appropriately identifying the texts as poems in their writing.



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Mastery Writing 4: non-fiction argument writing, essay argument

Writing Mastery

Grammar content includes: subordinate clauses; quantifiers; defining and non-defining relative clauses; appositives; past perfect tenses; future perfect tenses; using conditionals.

Writing content includes: argumentative writing; introducing examples; writing a thesis; writing an introduction; ‘because, but, so’ counter-arguing; writing a complete non-fiction argument.

(Mastery Writing 4 transitions into Reading for Study in Terms 5+6)

Sequencing:

We have chosen to sequence the year 9 curriculum like this because it builds upon knowledge of the Victorian period, which was a major century for human developments in many different areas, and considers writers intent as well as societal challenges. This sequence considers student’s ability and varies writing styles developing from analytical essays to a persuasive argument.

Values

This scheme of work promotes the school values of Compassion, Curiosity and Courage by:

Compassion: Students will be able to showcase compassion through an understanding of characterisation and how particular characters have different backgrounds and the impact this can have. Writers such as Bronte and Levy create opportunities to consider diversity for readers, a subject that students should be able to explore and articulate through spoken and written work.

Curiosity: Students will engage in year 9 texts that unlock curiosity through an exploration of writing that include historical time periods (rural and urban settings) and diverse ranges of humanity that emphasise the complex human condition. Students are encouraged to demonstrate curiosity through high-tier questioning, frequent discussion and debate.

Courage: Students will demonstrate courage by being self-motivated to work towards the school’s values. Students should show courage by demonstrating an excellent work ethic in every circumstance. Students should also show courage by demonstrating a willingness to read aloud to their peers and use teamwork skills to act out dramatic scenes within a play where appropriate.

National Curriculum plus:

In addition to teaching the statutory elements of the National Curriculum, we provide a wide range of cross curricular links. We also include the opportunity for students to develop their own moral compass which will enhance their developing life skills. By providing the opportunity for discussion and debate we introduce them to key concepts which include: power and status, social injustice, religious beliefs, different cultures and beliefs.