

Subject : English

Year Group: 9

	June- July	Half term 1	Half Term 2	Half term 3	Half Term 4	Half Term 5	Half Term 6
Scheme title	Investigative Journalism	Extended Metaphor	The Modern Novel- Of Mice and Men	Dystopian Fiction	Other World Views	Flipping the Form	Socrates to question time: talking to
Purpose of scheme	Students will understand the role of a journalist, analysing different ways of reporting stories. 7 •Develop an understanding of specific pieces of investigative journalism (e.g. the Panama Papers and the Windrush scandal). •Develop an understanding of specific journalists and their writing (e.g. Alan Rusbridger and Anna Politkovskaya). •Understanding the journalistic writing process.	Students will understand the purpose of an extended metaphor in poetry and prose. How and why are extended metaphors used in poetry, prose fiction and non-fiction? Begin with parables move to extracts from Animal Farm, non-fiction examples e.g., King, Angelou.	Students will understand the hardships faced by society during the Great Depression. •Understanding of the whole plot of the text •Knowledge and understanding of how characters in the text are introduced and developed •Understanding and exploration of the development of themes in the novel: friendship/companionship, loneliness, longing, power/powerlessness, dreams, gender, innocence, freedom/confinement, justice, prejudice, man & the natural world, racism, etc. •Knowledge of key areas of context: The American dream, migrant workers, the dust bowl, women in 1930s America, life in 1930s America, the great depression, African Americans in 1930s America, John Steinbeck, Marxism, Feminism, etc	Students will understand the origins of the utopian and dystopian forms of writing. What will the future look like? •Understand the terms utopian and dystopian and the differences between these types of fiction •Know the conventions of utopian and dystopian fiction •Identify and analyse how writers have used conventions for effect and impact •Analyse language devices and language patterns used in utopian and dystopian texts •Write about texts using an appropriate academic style •Know the conventions of the subgenres of utopian and dystopian fiction: ecotopias and feminist utopias •Use knowledge of the conventions of dystopian fiction in own writing •Create dystopian writing through crafting of vocabulary, grammar and structure •Use vocabulary and sentences structures for effect and impact	Students will be exposed to a range of literature from around the world. •Developing knowledge and understanding of works from different cultures. •Understanding and exploration of the development of themes across the 100 Books extracts: friendship/companionship, loneliness, childhood, journeys, dreams, philosophy, power/powerlessness, war, morality, prejudice, racism, etc. •Understanding and exploration of the development of themes across the poems: identity, feminism, racism. •Developing an understanding and awareness of different voices in the world. •Understanding how different issues (e.g. racism, feminism, identity) are explored through the medium of poetry. •Understanding of the social, historical and political context surrounding these works. •Developing knowledge of poetic styles and making comparisons.	Students will learn how to change one form of writing into another. Develop knowledge of different literary forms. Text transformation e.g., a sonnet into a speech, a transcript into a tragedy. Add a commentary. Extra challenge = change the literary theory e.g., rewrite a patriarchal scene from a feminist point of view.	Students will understand the features of Socratic questioning and partake in a debate. •Developing knowledge and understanding of the features of Socratic questioning •Developing specific knowledge of chosen debate topic
Skills	•Developing research skills. •Assessing the validity and reliability of information from sources. •Understanding how to structure an article effectively. •Understanding how to adapt the language and tone of writing for a particular purpose and audience. •Develop effective editing skills.	Understand how and why extended metaphors are used, identify their purpose, Explore the messages conveyed by the writers	•Analysis of language and structure, and writer's specific choices for effect •Use of key terminology such as: foreshadowing, symbolism, juxtaposition, imagery, pathetic fallacy, word classes, character foil, novella, etc. •Understanding that characters are constructs •Knowledge of how to structure a Literature response (extract to whole text) •Linking the extract to elsewhere in the text; building purposeful wider text links •Focusing analysis on the writer's intentions •Being able to use wider context to enhance analysis of text (not bolting it on) •Being able to make relevant reader comments •Critical theories studied (Marxism and Feminism) can be applied to other texts in the subject	•Knowledge of how to consciously craft vocabulary, sentence structures and language devices to create impact in writing •Analysis of writers' methods and the effect on the reader •Embedding evidence from the text into analysis of writers' texts •Analysis of language patterns in texts and the impact of these •Knowledge of storytelling: plot and character development, narrative perspective, symbolism	•Explaining how characters are presented •Selecting key evidence from texts •Identifying the language and structural features used by a writer/poet •Analysing the effect of language and structural features •Understanding the influence of context on texts •Explaining reader reaction	Developing creative writing skills, understanding of different forms, analysis of language, application of a range of language techniques.	•Understanding and using positive body language to engage audience •Understanding effective structure and organisation of debate •Understanding how to achieve the purpose of their presentation •Convey complex ideas in an articulated manner using an appropriate range of vocabulary •Able to respond to open questions in a perceptive way •Able to understand the needs of the audience •Able to listen to constructive criticism •Able to provide constructive criticism •Understanding of dramatic conventions
Key Words	Freedom of the press Censorship Fake news Sensationalism Tabloid Broadsheet Word count	Extended metaphor, symbolism, analogy, represent, figurative language, structure	Novella Itinerant worker Foreshadowing Motif	Utopia Dystopia Ecotopia Femtopia Totalitarian Autonomy Censorship Communism Dictator False utopia	Extended metaphor Bildungsroman Dialect Spirituality Philosophy The Holocaust Free Verse	Form, dramatic monologue, structure, effect, commentary.	Rhetoric. Rhetorical Device. Logos. Pathos. Ethos. Kairos.
End Point	Students can apply their journalism knowledge to produce a news article.	Students can recognise an extended metaphor and explain how it has been used to deliver a particular message.	Students can identify what Steinbeck was influenced by and explain what is meant by a feminist/Marxist interpretation.	Students can apply dystopian conventions to produce their own story.	Students can explain why people around the world have used prose and poetry to raise awareness about racism, genocide, feminism etc.	Students will apply their knowledge of different forms to change a newspaper report.	Students will be able to partake in a debate sharing carefully considered ideas.
Assessment method	Week 3: Progress Point – draft of article Week 4: Assessment	PP: Analytical paragraph on the Caged Bird PP: Analysis of Animalism in Animal Farm FA: Analysis of Napoleon in Animal Farm	Week three: Progress Point on Curley's wife and how she is presented R Week five: Progress Point on theme of death Week 7: Assessment on character	Week 3 – Progress Point. Creative writing on the theme of reproductive rights. Week 6 – Assessment. Create a dystopian story.	Week 2 – Progress Point R. Analytical paragraph on comparing characters' experiences of WW2. Week 5– Progress Point R Analytical paragraph on comparing poets' views on feminism. Week 7 – Reading Assessment: comparison of two poems from different poets' perspectives	PP: Transform a poem (The Laboratory) into a monologue. FA: Transform one text (Newspaper report) into another. Write a commentary.	Lesson 6 – Speaking Assessment: pupils to peer assess each other using set criteria