

**YEAR 9 ENGLISH GCSE PREPARATORY YEAR – CURRICULUM OVERVIEW**

**THE 5 UNITS OF STUDY**

<p><b>Social, Moral, Spiritual issues in Poetry– Identity in Poetry</b></p>	<p><b>19<sup>th</sup> century novel – The Picture of Dorian Gray</b></p>	<p><b>Shakespeare – Othello</b></p>	<p><b>20<sup>th</sup> century novel – Of Mice and Men</b></p>	<p><b>Creative Writing – The Art of Written Precision</b></p>
<p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• To be able to approach and de-code sophisticated poems with confidence;</li> <li>• To consider a wide range of poetry and genres from across the ages;</li> <li>• To be able to explore and respond to the social, moral and spiritual issues within those poems;</li> <li>• To adopt a personal response to poetry and apply deeper thinking to their own understanding of the world</li> <li>• To be able to read and write analytically about <b>poems</b> in preparation for GCSE.</li> </ul>	<p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• To be able to appreciate the novel’s themes and ideas, genre, authorial style and structure;</li> <li>• To be able to explore the social context of the novel and understand how it is used to illustrate wider human issues;</li> <li>• To be able to develop the crucial essay writing skills needed at GCSE, including language analysis, the use of structure and embedded quotations.</li> </ul> <p><b><u>Traffic Light Assessment:</u></b> One critical essay based on a section of the novel. <b>(WRITING)</b></p>	<p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• To be able to develop a full appreciation of the plot, characters and key themes, particularly those of identity, prejudice and jealousy;</li> <li>• To be able to practise the crucial skills of analysis when looking at Shakespeare’s language, and stagecraft;</li> <li>• To be able to understand the social context of the Shakespearean genre and apply contextual knowledge to the play</li> <li>• To be able to critically explore four key characters through a variety of active learning approaches, including hot seating and stage direction.</li> </ul> <p><b><u>Traffic Light Assessment:</u></b> One critical essay based on a section of the play. <b>(READING + WRITING)</b></p>	<p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• To be able to appreciate the novel’s themes and ideas, genre, authorial style and structure;</li> <li>• To be able to explore the social context of the novel and understand how it is used to illustrate wider human issues;</li> <li>• To be able to develop the crucial essay writing skills needed at GCSE, including language analysis, the use of structure and embedded quotations.</li> </ul> <p><b><u>Traffic Light Assessment:</u></b> One critical essay at based on a section of the novel. <b>(READING + WRITING)</b></p>	<p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• To be able to develop the creative writing skills required by the GCSE syllabus through a variety of and practical learning activities;</li> <li>• To be able to appreciate the wide variety of written genres and audiences available by studying a range of existing texts and emulating their style;</li> <li>• To be able to hone the linguistic and figurative techniques that writers use to add colour to their work; To be able to practise writing a range of different text types.</li> </ul> <p><b><u>Traffic Light Assessment:</u></b> Practising writing in a chosen genre and for a specific audience. <b>(WRITING)</b></p>

<p><b><u>Traffic Light Assessment:</u></b> Comparison of issues within two poems. <b>(READING)</b></p> <p><b><u>Final Assessment:</u></b> One critical essay response to a GCSE style poem <b>(READING + WRITING)</b></p>	<p><b><u>Final Assessment:</u></b> One critical essay based on the whole novel and relating to social context. <b>(WRITING / PERFORMANCE)</b></p>	<p><b><u>Final Assessment:</u></b> One critical essay based on the character of Othello and the plot. <b>(READING + WRITING)</b></p>	<p><b><u>Final Assessment:</u></b> One critical essay based on the whole novel and relating to social context. <b>(READING + WRITING)</b></p>	<p><b><u>Final Assessment:</u></b> Creative writing piece based on a visual stimulus. <b>(WRITING)</b></p>
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**NB:** For more detailed information about the content and structure of this Year 9 English carousel curriculum, please approach the Head of Department in the first instance. The English Department is also very happy to share its unit overviews, schemes of work and resources. These are held on the College's central staff-shared server.