

YEAR 9 ENGLISH GCSE PREPARATORY YEAR – CURRICULUM OVERVIEW

THE 5 UNITS OF STUDY

<p>Social, Moral, Spiritual issues within Literature – 19th, 20th and 21st texts</p>	<p>Texts in Context – Exploring non-fiction texts through Drama</p>	<p>Creative Writing – The art of written precision</p>	<p>Shakespeare – Othello</p>	<p>20th century novel – Of Mice and Men</p>
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to approach and de-code sophisticated literary texts with confidence; To consider a wide range of literary texts and genres from across the ages; To be able to explore and respond to the social, moral and spiritual issues within those texts; To be able to read and write analytically about literary texts in preparation for GCSE. <p>Traffic Light Assessment: Comparison of issues within two poems. (READING)</p> <p>Final Assessment: One critical essay response to <i>Pilgrim’s Progress</i>. (READING + WRITING)</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to look at a variety pertinent issues including race relations, immigration, gender equality and education and explore the ways these issues are portrayed in the media; To be able to tackle a variety of texts with confidence, including news and magazine articles, advertisements and short excerpts of film; To be able to explore language through action – discover the power of language and word choice. <p>Traffic Light Assessment: Production of a non-fiction text and accompanying analysis. (WRITING)</p> <p>Final Assessment: Script writing and collage drama performance. (WRITING / PERFORMANCE)</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to develop the creative writing skills required by the GCSE syllabus through a variety of and practical learning activities; 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; 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. <p>Traffic Light Assessment: Practising writing in a chosen genre and for a specific audience. (WRITING)</p> <p>Final Assessment: Creative writing piece based on a visual stimulus. (WRITING)</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to develop a full appreciation of the plot, characters and key themes, particularly those of identity, prejudice and jealousy; To be able to practise the crucial skills of analysis when looking at Shakespeare’s language, and stagecraft; To be able to critically explore four key characters through a variety of active learning approaches, including hot seating and stage direction. <p>Traffic Light Assessment: One critical essay based on a section of the play. (READING + WRITING)</p> <p>Final Assessment: One critical essay based on the character of Othello and the plot. (READING + WRITING)</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to appreciate the novel’s themes and ideas, genre, authorial style and structure; To be able to explore the social context of the novel and understand how it is used to illustrate wider human issues; To be able to develop the crucial essay writing skills needed at GCSE, including language analysis, the use of structure and embedded quotations. <p>Traffic Light Assessment: One critical essay at based on a section of the novel. (READING + WRITING)</p> <p>Final Assessment: One critical essay based on the whole novel and relating to social context. (READING + WRITING)</p>

I have read and agreed to the classroom expectations.

Student Signature:

Parent Signature:

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.