

Subject	English					
Interpretation of National Curriculum into Year group Endpoints						
Year	Term 1		Term 2		Term 3	
9	<p>Other Cultures Novel Focussing on: -Exploring themes from the novel -Analysing the language, form and structure used by the writer to create meaning -Understanding, identifying and applying literary terminology. For example: extended metaphor, connotations, foreshadowing, colloquialisms and imagery. -Exploring narrative voice -Linking a novel to its historical context -Explore the context of racism, segregation and poverty Texts studied: Of Mice and Men by John Steinbeck or To Kill a Mockingbird by Harper Lee Reading link: -Read the novel in its entirety -Non-fiction articles pertaining to the context mentioned above. For example: Essay by Gloria Naylor, The 'N' word article and a letter to Miss Luce.</p>	<p>Night – Elie Wiesel (NF) Focussing on: -Furthering understanding of the historical context of WW2, the role and rise of communism and the Holocaust. -Analysing how non-fiction writing uses language and structure to influence readers. -Understanding, identifying and applying literary terminology. For example: bias, explicit and implicit information, litotes and tricolons. -Comparing writers' ideas and perspectives, as well as how they are conveyed, across two or more texts. -Evaluating texts critically. Texts studied: Night by Elie Wiesel Reading link: -Read the novel in its entirety -Non-fiction articles pertaining to the context mentioned above. For example: Anne Frank extract and Auschwitz information text.</p>	<p>Imaginative Writing – Great Expectations Focussing on: - Exploring a range of extracts from Charles Dickens' Great Expectations - Using the key ideas of setting, character and structure to create imaginative writing. - Analyse how authors use language to influence their readers - Evaluate texts critically Texts studied: Extracts from 'Great Expectations' by Charles Dickens.</p>	<p>Rhetoric Focussing on: - exploration of rhetorical skills in speech and writing, including an introduction to Greek rhetorical devices (antistrophe, antithesis, chiasmus etc.) - an introduction to Greek tragedy including its origins, conventions and lasting influence, especially on Elizabethan playwrights, so that students' understanding of tragedy is enriched in preparation for studying 'Mythology of Shakespeare' - Analysis of advertising and rhetoric in order to avoid being manipulated - links to people taking a stand today or more recently, e.g. Rosa Parks, Greta Thunberg etc.</p>	<p>The Mythology of Shakespeare Focussing on: - Exploration of plot types and narrative structures - Exploration of the traditional 'Hero's Journey' trope - Exploration of literary allusion, through mythological, biblical, historical and literary reference. - Analysis of how Shakespeare was influenced by other stories - Opportunities for oracy through presentations. - Comparison of 'Julius Caesar', 'Romeo and Juliet', 'Theseus and the Minotaur' and 'The Hunger Games' - Media analysis introduction of 'The Hunger Games' film</p>	<p>Poetry Anthology Focussing on: - Studying the 'Power and Conflict' anthology of poetry from AQA in preparation for GCSE. - Comparison of writers' methods, language, and perspectives across two or more texts - Exploring and analysing a range of poetry from contemporary and heritage writers. - Exploring the different 'ages' of poetry, e.g. Romanticism and forms, e.g. sonnets. - Preparing for GCSE-style examination questions.</p>