

# English Long Term Plan Year 9 2019-20

	Autumn one (8 wks)	Autumn two (7 wks)	Spring one (6 wks)	Spring two (6 wks)	Summer one (5 wks)	Summer two (7 wks)
<b>Key Content (knowledge and understanding)</b>	Victorian Literature To understand the social/historical context of Victorian Literature Know about Victorian authors and popular themes/genres of the period Understand the Gothic/Romantic Literary period Literary chronology (8 weeks- school extracts/7 weeks Gothic) <b>A Christmas Carol (Marley's ghost) and Frankenstein (the opening of chapter 5).</b>		Conflict poetry Know about the context of some conflict poetry and about the poets Know some key conflict poems  <b>War photographer, Remains, (Extension poems-Ozymandias, Storm on the Island)</b>		Understand what 'civil rights' are Understand the context of the novella Understand the plot, themes and characters	
<b>Key Skills (Performance)</b>	Be able to analyse the impact of writer's choices Explore how social and historical context impacted the writers/texts, and why it is important  Evaluate how the writer's linguistic and structural choices demonstrate the writer's philosophical viewpoint		Analyse the impact of writer's linguistic and structural choices, closely examining and exploring interpretations Consider the importance of the context of the poem Explore how the poet presents their viewpoint through language, structure and themes Be able to use sophisticated terminology accurately		Evaluate how the writer has used the text to convey a viewpoint Evaluate how the context of the novel has had an impact Analyse the effect of writer's choices, linking to context and viewpoint.	
<b>Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	English Literary heritage, poverty and education during the Victorian era Corporal punishment- human rights, children's rights Careers- author, historian, teacher		English Heritage War- is war right or justified? World war 1  Careers- poets, armed forces, war correspondents		World history- the depression 'The American Dream' Equality, why violence is wrong. Justice, human/civil rights	
<b>Assessment</b>	Analysis of an extract- Q2  <b>AT1: Description - DIAGNOSTIC ASSESSMENT- DESCRIPTION. Picture of a Victorian classroom/"Imagine you are a time</b>	<b>AT2: Exploring/analysing – Language/ structural analysis skills, contextual knowledge, knowledge and understanding, writer's purpose</b>	Analysis of a poem (unseen poetry style)  Writing poetry	Poetry comparison (GCSE style) Lit p2  Writing an argument- is it sweet and right to die for your country?	Literature style question- arguing a viewpoint. Lang p2 A05  Diary entry from the perspective of a character	Evaluation question- statement about an extract in the style of p1 q4  Spoken Language- speech

	traveller, travelling back to Victorian England. Describe the Victorian school that you see and how it is different to our school"- Creative writing skills, description, using senses and vocabulary/techniques, SPaG.	<b>DIAGNOSTIC ASSESSMENT</b>  Writing to persuade- for or against				
<b>Additional texts/resources/links</b>	Victorian poetry- Blake, Wordsworth, Shelley	Non-fiction extracts on ghosts/supernatural	News reports from WW1, interviews with soldiers	Extracts from war stories	Poem' Let America be America again'	Speeches- Martin Luther King, Obama
<b>Interleaving</b>	Poetry (yr7/8- GCSE) Lang fiction- extracts Non-fiction- extracts Lang AO5		Poetry- GCSE Non-fiction – links between texts	Fiction- extracts, Lang AO2	Lang extracts- p1 Literature- extracts	Spoken Language Non-fiction P2 AO2, AO3, AO5
<b>Cultural Context</b>	Literary heritage- Dickens and Victorian England is a part of pupil's literary history, and our pupils connect with the way that society has changed. The themes of the texts studied is also engaging- pupils look at extracts based around Victorian schools and education, which they compare to their own experiences. The Gothic genre and tradition is also a part of their literary heritage, and often pupils find ghost stories interesting.		The conflict poems we study are from a variety of different periods and allow our pupils to connect with the idea of conflict- both in a sense of war, from WW1 to more modern conflicts, and in a sense of inner conflict, such as in 'War Photographer' or 'Flag'. Our pupils have encountered conflict in their lives, either through news reports, conflict within themselves or their family, or even stories from older family members.		The themes of the novels we study all connect with our pupils by reflecting issues or topics present in modern society- such as racism, equal rights, poverty and disadvantage and prejudice. These are also engaging as our pupils are passionate about human rights, democracy and justice.	

Websites that can help my learning: