

Year 9 Love and Family- Extracts from Romeo and Juliet

| National Curriculum - Meet the requirements of the National Curriculum | Knowledge | Flourishing Citizens - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects | Cross Curricular Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts | Vocabulary Development - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects | Cultural Capital - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills | Opportunities for Success - Enable students to experience success, recognise their achievements and maximise their potential |
|--|---|---|--|---|--|---|
| Reading - Read increasingly challenging material (Two Shakespeare plays) - learning new vocabulary, relating it to known vocabulary - knowing the audience for and context of the writing and drawing on this knowledge to support comprehension - knowing how language, including figurative language, vocabulary choice, grammar, text structure presents meaning Speaking and Listening - understanding how the work of dramatists is communicated through performance rehearsing and performing play scripts, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. | - Life of Elizabeth I - Family relationships and arranged marriage in the Elizabethan period - Knowledge of how pressures of “masculinity” were formed and used | Explore issues centred around love and family relationships, including: <ul style="list-style-type: none"> - Difficult relationships - The role of extended family and friends - Money and social class Understand the process of growing up, becoming independent, role models and aspirations across social classes both then and now Gender expectations and family dynamics | Studying a Shakespeare play in Year 7 <ul style="list-style-type: none"> - Changing language - Elizabethan theatre Preparation for Shakespeare at GCSE <ul style="list-style-type: none"> - Relationships - Historical context - Language analysis and interpretation - Poetry clusters History <ul style="list-style-type: none"> - Life in Tudor England PHSCE <ul style="list-style-type: none"> - Social class, expectations and aspirations - Managing emotions - Conflict with family and friends - prejudice | <ul style="list-style-type: none"> - Extracts from the play - Newspaper articles - Literary Criticism - Trace the development and origins of English language -use of accent and dialect Technical terminology needed for analysis, including language of literary criticism | <ul style="list-style-type: none"> - Continued development of knowledge relating to Shakespeare, life and beliefs, 16/17th cent history & culture - Watch various interpretations of the chosen Shakespeare play - Read 21st Century newspaper articles on themes from the texts – gender, arranged marriage, family issues - Visit to a theatre to see a play being performed. (if available) - Relate themes and issues to modern life ie-current TV programmes | <ul style="list-style-type: none"> -Homework tasks -Comparative and/or analytical paragraphs/essays -Formative reading and writing opportunities -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion -Development of understanding of historical and cultural context -Dramatic performance -Speaking and listening opportunities |

Year 9 Of Mice and Men

| National Curriculum - Meet the requirements of the National Curriculum | Knowledge | Flourishing Citizens - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects | Cross Curricular Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts | Vocabulary Development - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects | Cultural Capital - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills | Opportunities for Success - Enable students to experience success, recognise their achievements and maximise their potential |
|--|---|---|---|---|--|--|
| <p>Reading - Read increasingly challenging material - learning new vocabulary, relating it to known vocabulary - how language, including figurative language, vocabulary choice, grammar, text structure presents meaning - studying setting, plot, and characterisation, and the effects of these</p> <p>Writing -writing for a wide range of purposes and audiences, including: stories, scripts, poetry well-structured formal essays - a range of other narrative and non-narrative texts, -applying knowledge of vocabulary, grammar and text structure to their writing.</p> <p>Speaking and Listening - participating in structured discussions, summarising and/or building on what has been said</p> | <ul style="list-style-type: none"> - Contextual information on 1920s and 1930s America, including economic depression, changing ideas about race, human migration - Knowledge of plot and characters - Knowledge of racism, sexism and ageism and changing attitude towards these across time and cultures | <ul style="list-style-type: none"> - Explore a range of healthy and unhealthy relationships (friendship and romantic) - Explore and understand emotions linked to racism, deprivation and poverty as well as wealth and privilege & reactions to this - To explore the history of ideas about learning difficulties and race - Explore and define own definitions of kindness and intelligence -Demonstrate empathy and understanding of the position of another person. | <p>History – The Great Depression/impact on the world’s economy. Life in the Roaring 20s and then Depression. Criminal justice system in the United States.</p> <p>Geography – Human Migration from urban locations to the countryside. How the great drought contributed to famine and the dustbowl.</p> <p>PSHCE – seeing how others manage their emotions, how different personalities deal with each other, how people with special needs used to be treated. Look at treatment of women and different races.</p> | <ul style="list-style-type: none"> - Read the entire novel - Support students to improve their reading comprehension - Listen to/read non-fiction accounts of racially-fuelled crimes and songs associated with racist attitudes. - Dialect specific words and use of informal English to reflect accents from the novel - Use of analytical verbs in extended analytical paragraphs/essays -Use newly learnt vocabulary in own creative writing and/or non-fiction tasks linked to the events in the novel | <ul style="list-style-type: none"> – Roaring 20s/growth of wealth in the US. The Great Depression and how a national and/or global economy can change. Migration – look at attitudes to those forced to migrate and how they are treated by society. Dust Bowls – understand the effect of weather/farming practices on the land and people’s livelihoods Famine – understand the effects of famine and how quickly situations can change. Attitudes to race – how education offered an escape for black people in the US but were still treated badly by some in society. Understand changing attitudes. Attitudes to those with learning difficulties and the options available to them (madhouse etc.) John Steinbeck research task. | <ul style="list-style-type: none"> -Homework tasks -Comparative and/or analytical paragraphs/essays -Formative reading and writing opportunities -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion -Development of understanding of historical and cultural context -Speaking and listening opportunities -Nidderdale STAR nominations |

Year 9 War Poems

| National Curriculum - Meet the requirements of the National Curriculum | Knowledge | Flourishing Citizens - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects | Cross Curricular Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts | Vocabulary Development - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects | Cultural Capital - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills | Opportunities for Success - Enable students to experience success, recognise their achievements and maximise their potential |
|---|---|---|---|--|--|---|
| <p>Reading</p> <ul style="list-style-type: none"> - reading a wide range of poems with a wide coverage historical periods, forms and authors. The range will include high-quality works both pre-1914 and contemporary - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing how language, including figurative language, vocabulary choice presents meaning <p>Speaking and Listening</p> <ul style="list-style-type: none"> - participating in formal debates and structured discussions, summarising and/or building on what has been said | <ul style="list-style-type: none"> - How recruitment worked during WW1 - Hierarchy and rank in the WW1 army Trench - Knowledge of how WW1 started and developed - Knowledge of Wilfred Owen, Sassoon and their role in WW1 - Know how to identify and analyse poetic techniques. | <ul style="list-style-type: none"> - explore issues of WW1 recruitment - explore and understand emotions of those fighting and at home - explore the demands of making life/death decisions - explore issues of power and hierarchy in WW1 and modern war - explore issues linked to ideas about masculinity used to control | <p>History – WW1, WW2, modern conflicts</p> <p>GCSE power/conflict poems</p> <p>RE – perceptions of religion/terror</p> | <ul style="list-style-type: none"> - Extracts from the poem - key language explicitly taught - Newspaper articles - Literary Criticism - Trace the development and origins of English language - literary terminology applicable to poetry | <ul style="list-style-type: none"> - Visit to Battlefields - watch various media interpretations of WW1 - understand a worldwide terror event (911) and media representation | <ul style="list-style-type: none"> -Homework tasks -Comparative and/or analytical paragraphs/essays -Formative reading and writing opportunities -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion -Development of understanding of historical and cultural context -Dramatic performance -Speaking and listening opportunities |

Year 9 Speeches

| National Curriculum - Meet the requirements of the National Curriculum | Knowledge | Flourishing Citizens - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects | Cross Curricular Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts | Vocabulary Development - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects | Cultural Capital - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills | Opportunities for Success - Enable students to experience success, recognise their achievements and maximise their potential |
|--|--|---|---|---|--|---|
| Writing - Writing polished scripts for talks and presentations - Write arguments - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - drawing on knowledge of rhetorical devices to enhance the impact of their writing Speaking and Listening - speak confidently and effectively using Standard English confidently in a range of formal and informal contexts, including classroom discussion - give short speeches and presentations, expressing their own ideas and keeping to the point | - Knowledge of famous historical speeches and their impact on political and social development - Know how to adapt and manipulate language for effect - Know how to address a range of audiences | - develop and understand listening skills as an audience member - learn how speakers use a range of techniques to express their opinions and apply this to their own expression and articulation of feelings - appreciate other peoples' differing viewpoints on controversial topics - how to ask challenging questions in a respectful way | History – historically powerful and famous speeches GCSE English Language – preparing and giving a presentation GCSE English Language – viewpoint writing GCSE MFL – presentations Year 10 work experience and post 16 interviews | Rhetorical devices Levels of formality in language/speeches Adapting formality for an audience Appreciate how knowledge from all other curriculum areas helps to develop their viewpoint Use skills from all subject areas to build an argument | - Listen to and read speeches from key moments in political and social change across the world - Giving presentations and speaking to an audience in future careers/interviews/meetings - Appreciate how to manage difference of opinions in real life | -Homework tasks -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion |

Modern Novel (Animal Farm, Kes, Curious Incident Dog)

| <p>National Curriculum</p> <ul style="list-style-type: none"> - Meet the requirements of the National Curriculum | <p>Knowledge</p> | <p>Flourishing Citizens</p> <ul style="list-style-type: none"> - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects | <p>Cross Curricular</p> <p>Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts</p> | <p>Vocabulary Development</p> <ul style="list-style-type: none"> - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects | <p>Cultural Capital</p> <ul style="list-style-type: none"> - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills | <p>Opportunities for Success</p> <ul style="list-style-type: none"> - Enable students to experience success, recognise their achievements and maximise their potential |
|---|---|--|--|---|--|--|
| <p>Reading</p> <ul style="list-style-type: none"> - Read increasingly challenging material - learning new vocabulary, relating it to known vocabulary - how language, including figurative language, vocabulary choice, grammar, text structure presents meaning - studying setting, plot, and characterisation, and the effects of these <p>Writing</p> <ul style="list-style-type: none"> -writing for a wide range of purposes and audiences, including: stories, scripts, poetry well-structured formal essays - a range of other narrative and non-narrative texts, -applying knowledge of vocabulary, grammar and text structure to their writing. <p>Speaking and Listening</p> <ul style="list-style-type: none"> - participating in structured discussions, summarising and/or building on what has been said | <ul style="list-style-type: none"> - Contextual information surrounding chosen text - Know how to write analytically about language, context and writer's ideas - To know how to select evidence to support points - To know the plot and characters from an important text from the literary cannon. | <ul style="list-style-type: none"> - Explore a range of healthy and unhealthy relationships - Explore and define own definitions of leadership, positive relationships and/or role models - Explore and understand emotions linked to prejudice, deprivation and poverty as well as wealth and privilege & reactions to this - To explore the history of ideas presented in the novel -Demonstrate empathy and understanding of the position of another person. | <p>History – Links to historical events covered at KS3.</p> <p>Geography – Places featured in the novels and key geographical features of these.</p> <p>PSHCE – seeing how others manage their emotions, how different personalities deal with each other, leadership.</p> | <ul style="list-style-type: none"> - Read the entire novel - Support students to improve their reading comprehension - Use of analytical verbs in extended analytical paragraphs/essays -Use newly learnt vocabulary in own creative writing and/or non-fiction tasks linked to the events in the novel - explore the link between vocabulary and status | <ul style="list-style-type: none"> - understand political/social systems and their impact on human life in the novel and real life. - the role of education in empowering individuals and groups in the novel and real life - how social/political systems suppress and enable choice and voice in the novel and real life - Author research task and connections to our world today - understand how viewpoints change over time and how to sensitively discuss and challenge those that are different to our own. | <ul style="list-style-type: none"> -Homework tasks -Comparative and/or analytical paragraphs/essays -Formative reading and writing opportunities -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion -Development of understanding of historical and cultural context -Speaking and listening opportunities -Nidderdale STAR nominations |