

Year 9 Overview 2024-25 (English Language)

Date	Week	Assess	Units Studied & Learning Outcomes						
8 Weeks / 38 Days			UNIT 1: Voicing the Voiceless (9 Weeks/12 Lessons*)						
2-Sep ¹	A	1	<p>Students will explore a range of non-fiction texts from the 19th-21st Centuries which introduce them to influential, inspiring figures who represent marginalised voices and cover seminal issues including iconic narratives from Rosa Parks and Malala. They will begin to appreciate the power of rhetoric and analyse how language and structure are used to stimulate the reader/audience. Students will also develop their transactional and persuasive writing skills demonstrating their understanding of the importance of PAF.</p> <p>Learning Outcomes: GW: Students assess language and structure in text and for own use appropriately. BI: Students analyse language and structure in text and for own use effectively. EW: Students sophisticatedly evaluate language and structure in reading + writing.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Discuss and structure well evidenced personal arguments. Consider the style choices for different purposes and audiences.</td> <td>Share personal judgements including alternate interpretations. Select apt language and structure to achieve purpose and suit audience.</td> <td>Make informed evaluations that derive from close textual analysis. Make consistent, ambitious choices to meet the purpose and audience brief.</td> </tr> </tbody> </table>	Prior (Y8)	Now (Y9)	Next (Y10)	Discuss and structure well evidenced personal arguments. Consider the style choices for different purposes and audiences.	Share personal judgements including alternate interpretations. Select apt language and structure to achieve purpose and suit audience.	Make informed evaluations that derive from close textual analysis. Make consistent, ambitious choices to meet the purpose and audience brief.
Prior (Y8)	Now (Y9)	Next (Y10)							
Discuss and structure well evidenced personal arguments. Consider the style choices for different purposes and audiences.	Share personal judgements including alternate interpretations. Select apt language and structure to achieve purpose and suit audience.	Make informed evaluations that derive from close textual analysis. Make consistent, ambitious choices to meet the purpose and audience brief.							
9-Sep	B	2							
16-Sep ²	A	3							
23-Sep	B	4							
30-Sep	A	5							
7-Oct	B	6							
14-Oct	A	7							
21-Oct	B	8							
OCTOBER HALF TERM 7 Weeks / 35 Days			UNIT 2: Haunted (10 Weeks/14 Lessons*)						
4-Nov	A	9	<p>Students will uncover the nuances of the gothic genre and develop their VSSPS to write a controlled, coherent and ambitious gothic story with an intriguing plot and characters. Through an image/title prompt, students will initially craft a detailed plan using the story arc guidance. Students will read two gothic inspired pieces of 20th Century Prose to answer a series of structured reading questions which enable them to analyse language and structure, and make critical judgements about a text.</p> <p>Learning Outcomes: GW: Students write a good story using the story arc structure appropriately. BI: Students craft and engaging story with narrative hooks and selected structure. EW: Students write a story with an ambitious structure(s) e.g. include flashbacks.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Appreciate the differing impacts of a variety of narrative hooks.</td> <td>Explore the merit of adapting narrative structure for effect.</td> <td>Make judgements on narrative structure to influence reader</td> </tr> </tbody> </table>	Prior (Y8)	Now (Y9)	Next (Y10)	Appreciate the differing impacts of a variety of narrative hooks.	Explore the merit of adapting narrative structure for effect.	Make judgements on narrative structure to influence reader
Prior (Y8)	Now (Y9)	Next (Y10)							
Appreciate the differing impacts of a variety of narrative hooks.	Explore the merit of adapting narrative structure for effect.	Make judgements on narrative structure to influence reader							
11-Nov	B	10							
18-Nov	A	11							
25-Nov	B	12							
2-Dec	A	13							
9-Dec	B	14							
16-Dec	A	15							
CHRISTMAS HOLIDAY 6 Weeks / 30 Days			UNIT 3: Magazine Mania (10 Weeks/12 Lessons*)						
6-Jan	B	16	<p>Students will create their own themed teen magazine whilst exploring a range of 19th – 21st century non-fiction texts alongside this. Students should complete a range of tasks including: a review of a film/book, static adverts, quiz pages, informal narratives, magazine front covers, problem pages (letters), and travel writing pieces. They will re-draft a chosen piece to submit as their assessed piece. Students are to create a magazine themed around an interest they have e.g. Music, Sport, etc.</p> <p>Learning Outcomes: GW: Students asses and use a variety of linguistic / literary devices. BI: Students analyse and use a range of purposeful linguistic / literary devices. EW: Students distinguish examples and precise use of linguistic / literary devices.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Discuss the similarities and differences between texts. Recognise the formality and conventions of transactional styles.</td> <td>Analyse the similarities and differences between texts. Utilise knowledge of transactional conventions to manipulate reader.</td> <td>Identify and evaluate comparisons on how writers deliver viewpoint. Identify the transactional conventions best suited to task from planning.</td> </tr> </tbody> </table>	Prior (Y8)	Now (Y9)	Next (Y10)	Discuss the similarities and differences between texts. Recognise the formality and conventions of transactional styles.	Analyse the similarities and differences between texts. Utilise knowledge of transactional conventions to manipulate reader.	Identify and evaluate comparisons on how writers deliver viewpoint. Identify the transactional conventions best suited to task from planning.
Prior (Y8)	Now (Y9)	Next (Y10)							
Discuss the similarities and differences between texts. Recognise the formality and conventions of transactional styles.	Analyse the similarities and differences between texts. Utilise knowledge of transactional conventions to manipulate reader.	Identify and evaluate comparisons on how writers deliver viewpoint. Identify the transactional conventions best suited to task from planning.							
13-Jan	A	ST1							
20-Jan	B	ST1							
27-Jan	A	19							
3-Feb	B	20							
10-Feb	A	21							
FEBRUARY HALF TERM 6 Weeks / 29 Days			UNIT 4: It's All an Act (10 Weeks/12 Lessons*)						
24-Feb ³	B	22	<p>Students will engage in Spoken Language activities using an array of methods (see 'Dramatic Techniques') including script writing. Opportunities to debate, present and perform will be provided. The topics covered will reflect key societal issues, current affairs and elements of the EDI curriculum. To further support appreciation of the play, some tasks may be issue/theme-linked only to <i>The Merchant of Venice</i> through universal themes e.g. injustice, prejudice, discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete themed CW/TW.</p> <p>Learning Outcomes: GW: Students express challenging ideas using a range of vocabulary. BI: Students express challenging ideas using a sophisticated range of vocabulary. EW: Including above, students engage their audience with a range of strategies.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Consider literary and linguistic devices for clear, impactful meaning.</td> <td>Assess clarity and adjust expression through literary / linguistic devices.</td> <td>Apply and utilise a range of literary and linguistic devices with precision.</td> </tr> </tbody> </table>	Prior (Y8)	Now (Y9)	Next (Y10)	Consider literary and linguistic devices for clear, impactful meaning.	Assess clarity and adjust expression through literary / linguistic devices.	Apply and utilise a range of literary and linguistic devices with precision.
Prior (Y8)	Now (Y9)	Next (Y10)							
Consider literary and linguistic devices for clear, impactful meaning.	Assess clarity and adjust expression through literary / linguistic devices.	Apply and utilise a range of literary and linguistic devices with precision.							
3-Mar	A	23							
10-Mar	B	24							
17-Mar	A	25							
24-Mar	B	26							
31-Mar	A	27							
EASTER HOLIDAY 5 Weeks / 23 Days			NB: The ST2 assessment will take place during Unit 4 (Transactional Writing).						
21-Apr ⁴	B	28							
28-Apr	A	29							
5-May ⁵	B	30							
12-May	A	31							
19-May	B	32							
SPRING HALF TERM 7 Weeks / 34 Days*									
2-Jun	A	33							
9-Jun	B	ST2							
16-Jun	A	ST2							
23-Jun	B	36							
30-Jun ⁶	A	37							
7-Jul	B	38							
14-Jul	A	39							
*21-22/7/25 INSET converted to 6 x Twilight									

Year 9 Overview 2024-25 (English Literature)

Date	Week	Assess	Units Studied & Learning Outcomes							
8 Weeks / 38 Days										
2-Sep ¹	A	1	<p style="text-align: center;">UNIT 1: Relationships Poetry (9 Weeks/15 Lessons*)</p> <p>Students will explore a collection of poetry from an anthology based on the theme of relationships. The poems incorporate a selection of poets, contexts, perspectives and additional themes. The collection includes: <i>i wanna be yours</i> – John Cooper Clarke (1982), <i>Sonnet 130</i> – William Shakespeare (1600s) and <i>Porphyria's Lover</i> – Robert Browning (1800s). Varied types of relationship are explored.</p> <p>Learning Outcomes: GW: Students use subject terminology in analysis of the text. BI: Students use subject terminology confidently and effectively in analysis. EW: Students use ambitious and precise subject terminology in analysis.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Discuss performance poetry (oral narrative) and audience / purpose.</td> <td>Analyse the language closely using subject terminology accurately, and analyse the purpose and reader. Analyse the purpose and reader reaction (inc. own), describing effects.</td> <td>Evaluate the language using ambitious, precise subject terminology. Share summative judgements on the reader and purpose from analysis.</td> </tr> </tbody> </table> <p style="text-align: center;">NB: The ST1 assessment will take place during Unit 2 (Poetry: Question 2).</p>	Prior (Y8)	Now (Y9)	Next (Y10)	Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Discuss performance poetry (oral narrative) and audience / purpose.	Analyse the language closely using subject terminology accurately, and analyse the purpose and reader. Analyse the purpose and reader reaction (inc. own), describing effects.	Evaluate the language using ambitious, precise subject terminology. Share summative judgements on the reader and purpose from analysis.	
Prior (Y8)	Now (Y9)	Next (Y10)								
Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Discuss performance poetry (oral narrative) and audience / purpose.	Analyse the language closely using subject terminology accurately, and analyse the purpose and reader. Analyse the purpose and reader reaction (inc. own), describing effects.	Evaluate the language using ambitious, precise subject terminology. Share summative judgements on the reader and purpose from analysis.								
9-Sep	B	2								
16-Sep ²	A	3								
23-Sep	B	4								
30-Sep	A	5								
7-Oct	B	6								
14-Oct	A	7								
21-Oct	B	8								
OCTOBER HALF TERM 7 Weeks / 35 Days										
4-Nov	A	9	<p style="text-align: center;">UNIT 2: Gothic Chronicles (10 Weeks/16 Lessons*)</p> <p>Students will delve into the history of the gothic genre and chart its meteoric rise in popularity and its evolution over the last few hundred years including its influence on other art forms (art, music and architecture). Students will look primarily at Mary Shelley's 'Frankenstein', understanding its plot, characters, themes and context. Further to this, they will explore extracts from Stoker's <i>Dracula</i>, Stevenson's <i>Jekyll & Hyde</i>, Poe's poem <i>The Raven</i>, and a short story by Dickens with <i>The Signalman</i>.</p> <p>Learning Outcomes: GW: Students explore the contexts in which the texts were written. BI: Students explore the context difference in reception to the texts (now + then). EW: Students make apt, precise links between context and textual evidence.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Appreciate and recognise the features of pre-1900s prose (myths, fables and legends).</td> <td>Assess and comment on the features of pre-1900s prose within the text.</td> <td>Distinguish between the original and contemporary contexts and themes.</td> </tr> </tbody> </table>	Prior (Y8)	Now (Y9)	Next (Y10)	Appreciate and recognise the features of pre-1900s prose (myths, fables and legends).	Assess and comment on the features of pre-1900s prose within the text.	Distinguish between the original and contemporary contexts and themes.	
Prior (Y8)	Now (Y9)	Next (Y10)								
Appreciate and recognise the features of pre-1900s prose (myths, fables and legends).	Assess and comment on the features of pre-1900s prose within the text.	Distinguish between the original and contemporary contexts and themes.								
11-Nov	B	10								
18-Nov	A	11								
25-Nov	B	12								
2-Dec	A	13								
9-Dec	B	14								
16-Dec	A	15								
CHRISTMAS HOLIDAY 6 Weeks / 30 Days										
6-Jan	B	16	<p style="text-align: center;">UNIT 3: Take the Stage (10 Weeks/16 Lessons*)</p> <p>Students will explore a post-1914 play: <i>An Inspector Calls</i> (based on a fictional capitalist family caught up in a tragic death). They will learn about the social and historical contexts, uncover the plot, meet a host of intriguing characters, and analyse the key themes. They will discover how to identify key hooks and analyse extracts from the plays in order to complete a source-based question, and develop the ability to interpret quotations.</p> <p>Learning Outcomes: GW: Students assess the characters' feelings, motivations and interactions. BI: Students analyse the characters' feelings, motivations and interactions. EW: Students evaluate the characters' feelings, motivations and interactions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Form personal opinions on the writers' use of character narration. Develop understanding of the presentation of themes within texts.</td> <td>Assess confidently how writers' shape characters through performance. Analyse thematic presentation through drama in relation to genre.</td> <td>Evaluate the complexity of characters through dramatic performance. Share critical and personal responses to the presentation of themes.</td> </tr> </tbody> </table> <p style="text-align: center;">NB: The ST2 assessment will take place during Unit 4 (Modern Drama SBQ).</p>	Prior (Y8)	Now (Y9)	Next (Y10)	Form personal opinions on the writers' use of character narration. Develop understanding of the presentation of themes within texts.	Assess confidently how writers' shape characters through performance. Analyse thematic presentation through drama in relation to genre.	Evaluate the complexity of characters through dramatic performance. Share critical and personal responses to the presentation of themes.	
Prior (Y8)	Now (Y9)	Next (Y10)								
Form personal opinions on the writers' use of character narration. Develop understanding of the presentation of themes within texts.	Assess confidently how writers' shape characters through performance. Analyse thematic presentation through drama in relation to genre.	Evaluate the complexity of characters through dramatic performance. Share critical and personal responses to the presentation of themes.								
13-Jan	A	ST1								
20-Jan	B	ST1								
27-Jan	A	19								
3-Feb	B	20								
10-Feb	A	21								
FEBRUARY HALF TERM 6 Weeks / 29 Days										
24-Feb ³	B	22		<p style="text-align: center;">UNIT 4: The Merchant of Venice (10 Weeks/20 Lessons*)</p> <p>Students will analyse Shakespeare's '<i>The Merchant of Venice</i>', a tragi-comedy (romantic features). In studying the play, students will explore and show understanding of the plot, characters, themes and context. Students will also be taught the approaches to the Shakespeare extract and essay questions in preparation for their Shakespeare study at GCSE including identifying and exploring key quotations, and analysing language and structure (including competent use of subject terminology).</p> <p>Learning Outcomes: GW: Students demonstrate grasp of Shakespeare's life and times. BI: Students apply knowledge of Shakespearean context to the play. EW: Students critique and share personal response to the play (in light of context).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Appreciate the role and impact of a soliloquy in performance. Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.</td> <td>Assess the dramatic conventions and their significance. Assess the cultural influence of Shakespeare's works in context.</td> <td>Share critical and personal responses to performances. Distinguish between the original and contemporary contexts and themes.</td> </tr> </tbody> </table>	Prior (Y8)	Now (Y9)	Next (Y10)	Appreciate the role and impact of a soliloquy in performance. Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.	Assess the dramatic conventions and their significance. Assess the cultural influence of Shakespeare's works in context.	Share critical and personal responses to performances. Distinguish between the original and contemporary contexts and themes.
Prior (Y8)	Now (Y9)	Next (Y10)								
Appreciate the role and impact of a soliloquy in performance. Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.	Assess the dramatic conventions and their significance. Assess the cultural influence of Shakespeare's works in context.	Share critical and personal responses to performances. Distinguish between the original and contemporary contexts and themes.								
3-Mar	A	23								
10-Mar	B	24								
17-Mar	A	25								
24-Mar	B	26								
31-Mar	A	27								
EASTER HOLIDAY 5 Weeks / 23 Days										
21-Apr ⁴	B	28	<p style="text-align: center;">UNIT 4: The Merchant of Venice (10 Weeks/20 Lessons*)</p> <p>Students will analyse Shakespeare's '<i>The Merchant of Venice</i>', a tragi-comedy (romantic features). In studying the play, students will explore and show understanding of the plot, characters, themes and context. Students will also be taught the approaches to the Shakespeare extract and essay questions in preparation for their Shakespeare study at GCSE including identifying and exploring key quotations, and analysing language and structure (including competent use of subject terminology).</p> <p>Learning Outcomes: GW: Students demonstrate grasp of Shakespeare's life and times. BI: Students apply knowledge of Shakespearean context to the play. EW: Students critique and share personal response to the play (in light of context).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Appreciate the role and impact of a soliloquy in performance. Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.</td> <td>Assess the dramatic conventions and their significance. Assess the cultural influence of Shakespeare's works in context.</td> <td>Share critical and personal responses to performances. Distinguish between the original and contemporary contexts and themes.</td> </tr> </tbody> </table>		Prior (Y8)	Now (Y9)	Next (Y10)	Appreciate the role and impact of a soliloquy in performance. Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.	Assess the dramatic conventions and their significance. Assess the cultural influence of Shakespeare's works in context.	Share critical and personal responses to performances. Distinguish between the original and contemporary contexts and themes.
Prior (Y8)	Now (Y9)	Next (Y10)								
Appreciate the role and impact of a soliloquy in performance. Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.	Assess the dramatic conventions and their significance. Assess the cultural influence of Shakespeare's works in context.	Share critical and personal responses to performances. Distinguish between the original and contemporary contexts and themes.								
28-Apr	A	29								
5-May ⁵	B	30								
12-May	A	31								
19-May	B	32								
SPRING HALF TERM 7 Weeks / 34 Days*										
2-Jun	A	33		<p style="text-align: center;">UNIT 4: The Merchant of Venice (10 Weeks/20 Lessons*)</p> <p>Students will analyse Shakespeare's '<i>The Merchant of Venice</i>', a tragi-comedy (romantic features). In studying the play, students will explore and show understanding of the plot, characters, themes and context. Students will also be taught the approaches to the Shakespeare extract and essay questions in preparation for their Shakespeare study at GCSE including identifying and exploring key quotations, and analysing language and structure (including competent use of subject terminology).</p> <p>Learning Outcomes: GW: Students demonstrate grasp of Shakespeare's life and times. BI: Students apply knowledge of Shakespearean context to the play. EW: Students critique and share personal response to the play (in light of context).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y8)</th> <th style="width: 33%;">Now (Y9)</th> <th style="width: 33%;">Next (Y10)</th> </tr> </thead> <tbody> <tr> <td>Appreciate the role and impact of a soliloquy in performance. Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.</td> <td>Assess the dramatic conventions and their significance. Assess the cultural influence of Shakespeare's works in context.</td> <td>Share critical and personal responses to performances. Distinguish between the original and contemporary contexts and themes.</td> </tr> </tbody> </table>	Prior (Y8)	Now (Y9)	Next (Y10)	Appreciate the role and impact of a soliloquy in performance. Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.	Assess the dramatic conventions and their significance. Assess the cultural influence of Shakespeare's works in context.	Share critical and personal responses to performances. Distinguish between the original and contemporary contexts and themes.
Prior (Y8)	Now (Y9)	Next (Y10)								
Appreciate the role and impact of a soliloquy in performance. Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.	Assess the dramatic conventions and their significance. Assess the cultural influence of Shakespeare's works in context.	Share critical and personal responses to performances. Distinguish between the original and contemporary contexts and themes.								
9-Jun	B	ST2								
16-Jun	A	ST2								
23-Jun	B	36								
30-Jun ⁶	A	37								
7-Jul	B	38								
14-Jul	A	39								

*21-22/7/25 INSET converted to 6 x Twilight

- | | |
|---|---|
| 1. 2/9/24 INSET (In School) + 3/9 Y7 ONLY | 4. 21/4/25 Bank Holiday (Easter Monday) |
| 2. 19/9/24 INSET (Open Evening) | 5. 5/5/25 Bank Holiday (Easter May) |
| 3. 24/2/25 INSET (In School) | 6. 4/7/24 INSET (SJBFB Trust) |