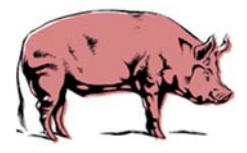


Assessment 1, September: Writing a short story

1. Different experiences: Diverse Shorts

A lot of what we study in English relates to people having a voice through literature. You have already studied how speeches and poetry can share experiences with others and will now look at the genre of short stories. Without the time to develop ideas in a lot of detail, short stories can really pack and emotional punch but the genre offers challenges. We will study a range of short stories from people with different experiences, learning how the short story form allows them to have a voice. We will also work on crafting and writing our own short stories, sharing our own unique experiences and dreams.



2. The Power of Allegory: Animal Farm

George Orwell created his adult fairy story "to fuse political purpose and artistic purpose into one whole". His allegorical novella tells the story of an uprising of mistreated farmed animals who overthrow their human master in order to become free. Orwell used the story to satirise the failure of Stalinist Russia and the novella shows how literature can be used to challenge and criticise political beliefs. Today, the story demonstrates how those in power can use language and ideas to manipulate and control and how freedom and equality can be easily threatened if we allow it to be.

Assessment 3, February: Analysing how one chosen poet aims to persuade readers to agree with them.

START! Year 9

Half term 1

Half term 2

4. Modern drama: A View from the Bridge

The genre of tragedy is not unfamiliar to you now but you have yet to study a modern play. Miller's A View from the Bridge is a gripping adaptation of classic Greek tragedy where we see the effect of the upheaval of a close family's life as a result of the arrival of two smuggled immigrants. With few settings and characters, we see closely how the idea of a tragic flaw can propel a hero to disaster – and how it impacts on others. The characters are everyday and wholly relatable. The historical context has crucial relevance today, with issues and misunderstandings around immigration and the reasons behind it making regular headlines. As well as analysing the play, we will work on crafting and writing our own play scripts.



Assessment 2, December: Analysing a character in context. Assessment 4, March: Writing a play script.



Half term 3

Half term 4

Assessment 5, May: Analysing a whole text.

5. Dystopian fiction: Lord of the Flies

This classic novel is an exciting and dramatic warning of what happens in a society where rules no longer exist. The premise of being stranded on a desert island is made real as a group of schoolboys find themselves suddenly without adults and with no clear hope of rescue. This island is no paradise.



You have studied a wide range of fiction and learned a great deal of knowledge about the ways writers craft successful stories. In this unit you will consolidate your knowledge and skills, becoming ready for the challenges of analytical essay-writing at GCSE.

3. War and conflict poetry over time

Unfortunately, war has been a feature of life on earth for all of history. Its influence on humankind, both as a whole and as individuals, are immense. Poetry can be a way of exploring feelings about something with such a devastating impact in a way that other forms can't match. It can shock, sadden and educate. War poetry can also be a form of protest, where those who have experienced conflict can try to prevent history from repeating itself. We will analyse a range of poems from the 19th century right up to those exploring modern conflicts.



Half term 5

Half term 6



6. Finding my voice: using spoken language effectively

We all use our voices much more than we use written language and being able to speak effectively in front of an audience is a vital life skill. You have already studied how young people can use their voices for good and how they can express ideas. In this unit you will put together what you have learned in Key Stage Three and learn how to plan and write a speech with a clear purpose. We will then explore ways of effectively performing in front of others, so that your voice can be heard when you need it to be.

Assessment 6, July: Performing a speech.