

Fairfield High School Curriculum Overview – English Year 9

Studying English at Fairfield enables pupils to: develop their literacy skills, improve imaginative writing, enhance vocabulary, perform close reading analysis and express their viewpoints with confidence.

The Year 9 curriculum plan is titled: **Perspectives**. Throughout the year, pupils are encouraged to engage with and view the world through a variety of perspectives. Not only does this improve analysis skills, but the advanced levels of empathy required also improves emotional intelligence and a pupil's ability to convey their own feelings and perspectives.

Term 1 begins the theme of perspectives through the study and analysis of **Contemporary Poetry** – the issues and ideas arising in these poems represent a diverse and thought-provoking collection that engage pupils and raise an interest in poetry. The study of Shakespeare's **The Tempest** in Term 2 encourages pupils to see complex situations through a variety of perspectives. Close analysis of selected scenes and dialogues allows pupils the opportunity to understand how and why certain characters behave in certain ways. In Term 3, pupils read **Animal Farm**, focusing not only on Orwell's use of allegory and satire, but also characterisation to convey the dangers of totalitarianism in any age. In Term 4, we explore the theme of perspectives through the study and analysis of **Non-Fiction** – the issues and ideas arising in these texts enable students to question and challenge the writers' views. Term 5 further develops the study of characterisation through **Parallel Voices**, where we look at modern re-tellings of Greek myths, and also

short stories by Chimamanda Adichie. In Term 6, the curriculum content introduces what studying GCSE English is like. We use **Sherlock Holmes** stories as well as non-fiction, to introduce students to the **19th Century** requirements of GCSE papers. Pupils will also use oracy skills to present their own piece of research on a topic relating to Sherlock Holmes or 19th Century London. This is a group presentation – a good stepping stone towards GCSE when they will have to give an individual presentation.

Pupils have 6 lessons of English in class over a fortnight. All pupils in Key Stage 3 will also have a dedicated reading lesson which will take place in the school library.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Contemporary Poetry Discursive Writing	Knowledge of some more complex poetic devices and identification of figurative language. Understanding of the conventions of powerful discursive writing and how they, as writers, should use them.	Ability to analyse poetry: using inference to deduce hidden meanings and comment on the writer's language choices. Being able use a range of rhetorical devices to argue and persuade.	In 'You Being Born,' How does the poet present ideas about becoming a parent? Discursive letter / article / speech
2	Shakespeare – The Tempest	Developed understanding of Shakespearean vocabulary, context and conventions of his plays.	Analysing language, commenting on writer's intentions and audience reaction.	Essay - Analysis of an extract from the play.
3	Animal Farm	Knowledge of cultural & historical context surrounding the setting of the novel. An	Reading comprehension and decoding. Recognising links between texts.	Essay – analysis of an extract from the novella.

		appreciation for the narrative and character creation by the writer.		
4	Non-Fiction	Knowledge of non-fiction techniques, identification and analysis of writers' use of language and viewpoints	Ability to analyse non-fiction: using inference to deduce inferred meanings and comment on the writer's language choices.	Essay - Compare how writers present their views on X topic.
5	Parallel Voices	Knowledge of cultural & historical context surrounding the setting of the stories. An appreciation for the narrative and character creation by the writer. Interrogating writers' perspectives and purposes.	Reading comprehension and decoding. Recognising links between context and meaning.	Writing – re-telling a story from a new perspective.
6	Introduction to 19 th Century Literature – Sherlock Holmes and Short Stories	Awareness of a range of linguistic devices and an understanding of how to decode 19 th Century vocabulary used in fiction texts. Awareness of context of 19 th Century London.	Skimming, scanning, retrieval, analysis, evaluation and the ability to use literary devices in writing. Speaking and listening skills.	Group presentation on an aspect of Sherlock Holmes or the 19 th Century that you are interested in.