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Sandbach School English Curriculum: A story of human ambition, power and responsibility.

Year 9 English Curriculum Sequence

Intent: To empower students to explore and examine the contextual implications of English, including examination of writers’ messages and the effect of specific contexts within written texts, as well as their own writing.

<p><b>Why <i>The Woman In Black</i>?</b></p> <p>A Year 9 unit on <i>The Woman in Black</i> by Susan Hill introduces students to the chilling world of gothic fiction, where atmosphere, suspense, and psychological tension take center stage. Through this study, pupils explore themes such as fear, isolation, and the supernatural, while analyzing Hill’s use of narrative techniques, setting, and character development to build suspense and create a sense of unease. The unit encourages students to examine how language and structure can evoke emotion and enhance storytelling. By engaging with the text, students also develop skills in interpreting mood, symbolism, and the gothic genre, while honing their writing and analytical abilities. This unit prepares students for further exploration of literary techniques and deepens their understanding of genre conventions, making it a valuable foundation for future studies in both English literature and creative writing.</p>		<p><b>Why War?</b></p> <p>A Year 9 unit on War provides students with a powerful opportunity to explore the human experience through a range of literary and non-literary texts, fostering empathy, critical thinking, and an understanding of historical contexts. By studying fiction, non-fiction, and poetry inspired by the World Wars, students gain insight into the diverse perspectives and emotional landscapes of those impacted by conflict. This unit encourages analytical skills as pupils compare narrative techniques, language use, and thematic representations across genres. It also aligns with wider curricular goals, supporting historical understanding while addressing universal themes such as sacrifice, resilience, and the consequences of human actions. Engaging with these texts allows students to reflect on the role of literature in shaping and preserving collective memory, while also honing their reading, writing, and discussion skills in preparation for GCSE-level study.</p>	
<p><b>National Curriculum Links</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"><li>read and appreciate the depth and power of the English literary heritage through reading high-quality, challenging, literature.</li><li>understand and critically evaluate texts through reading in different ways for different purposes, summarising and synthesizing ideas and information, and evaluating their usefulness for particular purposes.</li><li>identify and interpret themes, ideas and information</li><li>seek evidence in the text to support a point of view, including justifying inferences with evidence</li><li>analyse a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li><li>make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li><li>make an informed personal response, recognising that other responses to a text are possible and evaluating these</li><li>write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences</li><li>select, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</li><li>revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling</li><li>consolidate and build on their knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li><li>use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language</li></ul>		<p><b>War feeds from:</b></p> <ul style="list-style-type: none"><li>Gothic in Y8</li><li>Extreme Sports (non-fiction writing) in Y8</li></ul>	
<p><b>Teaching <i>The Woman In Black</i> here supports:</b></p> <ul style="list-style-type: none"><li>Monsters in Y10</li><li>Macbeth in Y10</li><li>Dangerous Characters in Y10</li><li>Antagonists in Y11</li><li>Power in Y11</li></ul>		<p><b>National Curriculum Links</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"><li>read increasingly challenging material</li><li>read high-quality works</li><li>understand increasingly challenging texts</li><li>read critically through knowing how language presents meaning</li><li>read critically through making comparisons across texts</li><li>draw on new vocabulary and grammatical constructions</li></ul>	
<p><b>Teaching <i>The Woman In Black</i> here supports:</b></p> <ul style="list-style-type: none"><li>Monsters in Y10</li><li>Macbeth in Y10</li><li>Dangerous Characters in Y10</li><li>Antagonists in Y11</li><li>Power in Y11</li></ul>		<p><b>Teaching War here supports:</b></p> <ul style="list-style-type: none"><li>Power and Conflict poetry at KS4</li><li>Protest and Prejudice in Y10</li><li>Introduction to Creative Writing in Y10</li><li>Power in Year 11</li></ul>	



<p><b>Why Dystopian Fiction?</b></p> <p>Dystopian literature helps us examine real fears, educating and warning humanity about the dangers of current social and political structures. This scheme forces students to participate in such discussions, allowing them to participate as democratic citizens.</p>	<p><b>Why Forensic Linguistics?</b></p> <p>Forensic linguistics gives a real insight into lexical and grammatical power. It helps students to delve into the nuances of language, drawing conclusions about its users. This scheme forces students to gather evidence, evaluate it, and use their skills of oracy to defend their positions; it promotes critical discussion.</p>	<p><b>Why Media/Film?</b></p> <p>In Year 9, introducing Media and Film Studies is essential for developing students' critical thinking and analytical skills in an increasingly media-saturated world. By examining various media forms, including films, television, advertisements, and digital content, students learn to decode how messages are constructed and how these influence attitudes, beliefs, and behaviors. This approach not only fosters an understanding of the power and impact of media on society but also enhances students' ability to analyze narrative techniques, character development, and themes in visual storytelling. Furthermore, Media and Film Studies provide opportunities for creative expression, as students engage in producing their own media texts, allowing them to apply theoretical knowledge in practical contexts. Ultimately, this unit supports students in becoming more discerning consumers and producers of media, encouraging both critical engagement and creative exploration.</p>	<p><b>Why Spoken Language?</b></p> <p>The Preparing for Spoken Language scheme focuses on developing students' ability to effectively communicate ideas, opinions, and arguments in spoken form, honing skills in clarity, persuasion, and audience awareness. Through practice in discussions, debates, and presentations, students gain confidence in delivering coherent and engaging spoken responses, preparing them for the spoken language component of the English Language GCSE.</p>
<p><b>National Curriculum Links</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"><li>read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.</li><li>understand and critically evaluate texts through reading in different ways for different purposes, summarising and synthesizing ideas and information, and evaluating their usefulness for particular purposes.</li><li>draw on knowledge of the purpose, audience for and context of the writing to inform evaluation</li><li>identify and interpret themes, ideas and information</li><li>seek evidence in the text to support a point of view, including justifying inferences with evidence</li><li>analyse a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li><li>make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li><li>make an informed personal response, recognising that other responses to a text are possible and evaluating these</li><li>write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences</li><li>selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</li><li>revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling</li><li>consolidate and build on their knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li><li>use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language</li></ul>	<p><b>National Curriculum Links</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"><li>understand and critically evaluate texts through reading in different ways for different purposes, summarising and synthesizing ideas and information, and evaluating their usefulness for particular purposes.</li><li>draw on knowledge of the purpose, audience for and context of the writing to inform evaluation</li><li>identify and interpret themes, ideas and information</li><li>seek evidence in the text to support a point of view, including justifying inferences with evidence</li><li>analyse a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li><li>make critical comparisons, referring to the contexts, themes, characterisation, style and literary 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inferences with evidence</li><li>Identify how language, structure etc. contribute to meaning</li><li>Discuss use of language</li><li>Use a wide range of cohesive devices</li><li>Use appropriate register/style</li></ul>	<p><b>Links Between KS2 English National Curriculum and GCSE Spoken Language Unit</b></p> <p><b>Spoken Language Skills Development</b></p> <p>KS2: Participate in discussions, presentations, and debates, developing confidence and clarity in expressing ideas.</p> <p>GCSE: Deliver a structured presentation, demonstrating fluency, coherence, and audience awareness.</p> <p><b>Adapting Speech to Audience and Purpose</b></p> <p>KS2: Gain an understanding of when formal or informal language is appropriate during speaking tasks.</p> <p>GCSE: Tailor spoken language to different audiences and purposes, considering tone, formality, and register.</p> <p><b>Listening and Responding</b></p> <p>KS2: Listen attentively, ask relevant questions, and build on others’ contributions.</p> <p>GCSE: Engage with audience feedback, demonstrating the ability to respond thoughtfully and maintain interaction.</p> <p><b>Use of Standard English</b></p> <p>KS2: Understand and use Standard English in formal contexts and discussions.</p> <p>GCSE: Demonstrate accurate and effective use of Standard English in spoken presentations.</p> <p><b>Vocabulary Expansion</b></p> <p>KS2: Develop a rich and varied vocabulary for both written and spoken communication.</p> <p>GCSE: Use precise and varied vocabulary to convey meaning effectively and engage the audience.</p> <p><b>Oral Storytelling and Structuring Ideas</b></p> <p>KS2: Organize ideas in storytelling and structured speech, including the use of formal speech structures.</p> <p>GCSE: Structure spoken arguments or narratives with clear introductions, cohesive development, and conclusions.</p>
<p><b>Teaching Dystopian Study here supports:</b></p> <ul style="list-style-type: none"><li>Hard Times (Lang) in Y11</li><li>Monsters (Lang) in Y11</li><li>Power (Lang) in Y11</li><li>Dorian Gray in Y12/Y13</li><li>Meanings and Representations in Y12/Y13</li><li><a href="#">Drama: Samuel Beckett in Y9</a></li></ul>	<p><b>Teaching Forensic Linguistics here supports:</b></p> <ul style="list-style-type: none"><li>Ties in well to An Inspector Calls in Y10</li><li>English Language analysis</li><li>Meanings and Representations in Y12/13</li><li>Language and Technology in Y12/13</li><li>Language Change in Y13</li></ul>	<p><b>Teaching Media/Film here supports:</b></p> <ul style="list-style-type: none"><li>Spoken Language in Y9</li><li>Paper 2 study in Year 11</li></ul>	<p><b>Teaching Spoken Language here supports:</b></p> <ul style="list-style-type: none"><li>Time management of KS4 coverage</li><li>Paper 2 Question 5 responses at KS4</li><li>Paper 2 skills</li></ul>
<p><b>Dystopian feeds from:</b></p> <ul style="list-style-type: none"><li>KS2: Word types, etymology, etc.</li><li>Gothic in Y8</li></ul>	<p><b>Forensic Linguistics feeds from:</b></p> <ul style="list-style-type: none"><li>KS2: Word types, etymology, etc.</li><li>Transition Phase: WT, Z, AQ, and EV.</li><li>Crime and Detection in Y7</li></ul>	<p><b>Media/Film feeds from:</b></p> <ul style="list-style-type: none"><li>Challenging Representations in Y8</li><li>Extreme Sports n Y8</li></ul>	<p><b>Spoken Language feeds from:</b></p> <ul style="list-style-type: none"><li>Extreme Sports (transactional writing) in Y8</li></ul>