Mastery: CON, WM, Z

Sandbach School English Curriculum: A story of human ambition, power and responsibility.
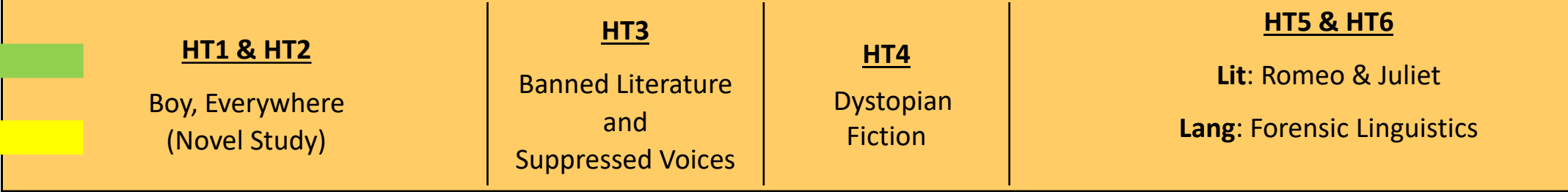
Year 9 English Curriculum Sequence

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.

Banned Lit feeds from:
- KS2: Word types, etymology, etc.
- My Sister Lives on the Mantelpiece in Y7
- Boy in the Striped Pyjamas in Y8
- Macbeth in Y8/Y9
- **Drama**: Dramatic monologues in Transition Phase

Teaching Banned Lit here supports:
- Chronological study, leading into context for AIC in Y10
- Spoken language elements support Y10 Spoken Lang exam
- Hard Times (Lang) in Y11
- Monsters (Lang) in Y10 and Y11
- Power (Lang) in Y11
- A Level English Language (analysis) in Y12/Y13
- Dorian Gray in Y12/13
- **Drama**: Political Theatre in Y10
- **Drama**: Playwriting in Y10

National Curriculum Links
Pupils will:
- develop an appreciation and love of reading, and read increasingly challenging material
- read world literature
- read a wide range of fiction and non-fiction, a wide coverage of genres, historical periods, forms and authors
- understand increasingly challenging texts through learning new vocabulary
- read critically through studying setting, plot, and characterisation, and the effects of these
- write accurately through writing for a wide range of purposes and audiences, including imaginative writing
- apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read

Why Banned Lit/Suppressed Voices?
This scheme highlights the importance of context; how society and history influence the actions of humans. Through this scheme, it is our responsibility to use our power in bringing light to hidden voices and experiences.

AIC feeds from:
- Crime & Detection in Y7 (context)
- Banned Lit in Y9
- **Drama**: Naturalism in Y7
- **Drama**: Early C20th Theatre in Y9 →

Why Romeo and Juliet?
R&J teaches the tragic consequences of toxic masculinity and vengeance whilst encouraging students to consider the influence of patriarchal structures.

National Curriculum Links
Pupils will:
- read increasingly challenging material
- read high-quality works from Shakespeare
- understand increasingly challenging texts
- read critically through knowing how language presents meaning
- read critically through making comparisons across texts
- draw on new vocabulary and grammatical constructions
- read critically through understanding how the work of dramatists is communicated effectively through performance

Teaching Romeo and Juliet here supports:
- Banned Literature in Y9
- Macbeth in Y10/Y11
- Power (Lang) in Y11
- Hamlet in Y12/Y13
- **Drama**: Macbeth in HT6 Y8 →
- **Drama**: History of Theatre in Y12

HT1 & HT2
Boy, Everywhere (Novel Study)

HT3
Banned Literature and Suppressed Voices

HT4
Dystopian Fiction

HT5 & HT6
Lit: Romeo & Juliet

Lang: Forensic Linguistics

Why 'Boy, Everywhere'?
This scheme directly addresses cultural stereotypes around immigration. It helps students to empathise with other human beings who face different circumstances to their own. Through this scheme, we use our power to bring lesser-known experiences into the light.

National Curriculum Links
Pupils will:
- read and appreciate the depth and power of the English literary heritage through reading high-quality, challenging, literature.
- 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.
- identify and interpret themes, ideas and information
- seek evidence in the text to support a point of view, including justifying inferences with evidence
- analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- make an informed personal response, recognising that other responses to a text are possible and evaluating these
- write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences
- 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
- revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling
- 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
- use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language

Teaching Boy, Everywhere here supports:
- Banned Literature and Suppressed Voices in Y9
- Social Justice (Lang) in Y10
- Power (Lang) in Y11
- Dorian Gray in Y12/Y13
- Meanings and Representations in Y12/Y13

'Boy Everywhere' feeds from:
- KS2: Word types, etymology, etc.
- My Sister Lives on the Mantelpiece in Y7
- Crime and Detection in Y7
- Boy in the Striped Pyjamas in Y8

Why Dystopian Fiction?
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.

National Curriculum Links
Pupils will:
- 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.
- 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.
- draw on knowledge of the purpose, audience for and context of the writing to inform evaluation
- identify and interpret themes, ideas and information
- seek evidence in the text to support a point of view, including justifying inferences with evidence
- analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- make an informed personal response, recognising that other responses to a text are possible and evaluating these
- write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences
- 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
- revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling
- 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
- use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language

Teaching Dystopian Study here supports:
- Ties in well to An Inspector Calls in Y10
- Hard Times (Lang) in Y11
- Monsters (Lang) in Y11
- Power (Lang) in Y11
- Dorian Gray in Y12/Y13
- Meanings and Representations in Y12/Y13
- **Drama**: Samuel Beckett in Y9

Dystopian feeds from:
- KS2: Word types, etymology, etc.
- Gothic in Y8
- Banned Literature in Y9

Why Forensic Linguistics?
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 user their skills of oracy to defend their positions; it promotes critical discussion.

National Curriculum Links
Pupils will:
- 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.
- draw on knowledge of the purpose, audience for and context of the writing to inform evaluation
- identify and interpret themes, ideas and information
- seek evidence in the text to support a point of view, including justifying inferences with evidence
- analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- make an informed personal response, recognising that other responses to a text are possible and evaluating these
- revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling
- 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
- use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language
- speak confidently, audibly and effectively
- use Standard English when the context and audience require it
- listen and respond in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- rehearse and perform scripts in order to generate language, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Teaching Forensic Linguistics here supports:
- Ties in well to An Inspector Calls in Y10
- Science & Technology in Y10
- Meanings and Representations in Y12/13
- Language and Technology in Y12/13
- Language Change in Y13

Forensic Linguistics feeds from:
- KS2: Word types, etymology, etc.
- Transition Phase: WT, Z, AQ, and EV.
- Crime and Detection in Y7