

## Year 9 – LTP

| <b>GOLDEN THREADS:</b><br>Communication – AO1, AO2,AO6<br>Cultural Context – AO3<br>Critical Thinking – AO4<br>Creativity – AO5   |  |   |  |  |
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| 2019/2020 Dates   | Main Topic   | Text Foci and Lesson Foci   | P4C: Weekly (link to context – ideas, can be changed to suit the class)  | Assessments (x1 per term)  |
| <b>Autumn Term 1:</b><br>5 <sup>th</sup> Sept – 25 <sup>th</sup> Oct<br>7 ½ weeks<br><br><div style="background-color: #FF00FF; color: white; padding: 2px;"> <b>Language – Focus on Reading Skills</b> </div><br><div style="background-color: #00FFFF; padding: 2px;"> <b>Key Dates:</b><br/>                     19<sup>th</sup> Sept GCSE Evening<br/>                     26<sup>th</sup> Sept Open evening<br/>                     27<sup>th</sup> Sept INSET Day<br/>                     22<sup>nd</sup> Oct Year 9 Report only                 </div> | <b>Reading Skills</b>                                  | AO1: Inference<br>AO2: Explanation and analysis (language structure and form)<br>AO3: Comparison<br>AO4: Evidence   | <p><b>Introduce the class to P4C using the introduction slides.</b></p> <p>It is then down to you, as class teacher, which stimuli you use for your class. The focus should be based around topics which occur naturally in the classroom through discussion.</p> <p><b>X1 lesson every week is for P4C</b></p> <p>This term the focus is on <b>reading skills</b>.<br/>                     A world without being able to read would look like?</p> | <p><b>Reading Assessment</b><br/> <b>Date: Week 3 Lesson 11</b><br/> <b>WB 23<sup>rd</sup> September</b><br/>                     ‘Use of Force’ by William Carlos Williams (1883-1963)</p> <p>Based on AO2 Q2 P1 and Q3 P2 – Lang</p> |
|   | <b>Overview</b>  | <p>This SoW covers the skills required in Paper one of the AQA 8700 English Language examination skills and uses a variety of texts and extracts for this purpose. Please see the SoW for reference.</p> <p>Homework to be set weekly at the beginning of each week. Doodle quizzes. See SOW for details.</p> |  |  |
| <b>Autumn Term 2:</b><br>4 <sup>th</sup> Nov – 20 <sup>th</sup> Dec<br>7 weeks  | <b>B1: Dickens - Literature Weeks 1-3: Big Picture</b> | Work through the Big Picture with Christmas Carol (sentences, extracts and cards). Display the common traits findings from the class on a board and continue to develop this as you then just read the text. After reading, you then teach.   | <p><b>X1 lesson every week is for P4C</b></p> <p>The focus should be based around topics which occur naturally in the classroom – through discussion.</p>  | <p><b>Assessment:</b><br/> <b>Lit:</b> How does Dickens show the change in Scrooge’s character across the novella?<br/> <b>OR</b><br/> <b>Creative writing:</b> write a monologue as Scrooge.</p>                                      |

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| <p><b>Christmas Carol</b></p> <p><b>B1: 4<sup>th</sup> Nov – 22<sup>nd</sup> Nov</b><br/> <b>Key Dates:</b><br/> <b>DC1: 16<sup>th</sup> Dec</b></p>   | <p><b>Overview</b></p>                                     | <p>Reading a 19<sup>th</sup> century novel and being able to identify how the writer uses language to create meaning.</p>  | <p><b>Victorians</b><br/> <b>Poverty</b><br/> <b>Christmas</b><br/> <b>Spiritualism</b></p>   |   |
| <p><b>Spring Term 3: 6<sup>th</sup> Jan - 14<sup>th</sup> Feb</b><br/> <b>6 weeks</b></p> <p><b>Critical Theory</b></p> <p><b>Key Dates:</b><br/> <b>16<sup>th</sup> Jan Parents evening</b></p> | <p><b>Poetry with critical theories</b></p>                | <p>Literature:<br/>         AO1 –Response to task and whole text. Use of references to support explanation.<br/>         AO2 – Use of writer’s methods and subject terminology<br/>         AO3 – Linking the task to the context and writer’s ideas/perspectives.<br/>         AO4 - SPaG</p> | <p><b>X1 lesson every week is for P4C</b></p> <p>The focus should be based around topics which occur naturally in the classroom – through discussion.</p> <p><b>Feminist</b><br/> <b>Psychoanalytical</b><br/> <b>Post-Colonial</b><br/> <b>Marxist</b></p> | <p><b>Assessment:</b> ‘How does Mew present the position of women in ‘The Farmer’s Bride?’ Complete in the style of a Literature 2 question – Section B, analysis of one poem only.<br/> <b>Date: 13<sup>th</sup> Jan</b></p> |
| <p><b>Spring Term 4: 24<sup>th</sup> Feb – 3<sup>rd</sup> April</b><br/> <b>6 weeks</b></p> <p><b>Shakespeare’s Romeo and Juliet</b></p>   | <p><b>B1: Shakespeare - Literature The Big Picture</b></p> | <p>Work through the Big Picture with Romeo and Juliet (sentences, extracts and cards). Display the common traits findings from the class on a board and continue to develop this as you then just read the text. After reading, you then teach.</p>  | <p><b>X1 lesson every week is for P4C</b></p> <p>The focus should be based around topics which occur naturally in the classroom – through discussion.</p> <p><b>Love</b><br/> <b>Death</b><br/> <b>Age</b><br/> <b>Identity</b></p>                         | <p><b>Assessment: Literature extract based (Teacher choice)</b></p>   |

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| <p><b>B1: 24<sup>th</sup> Feb – 13<sup>th</sup> Mar</b><br/> <b>Key Dates:</b><br/> <b>DC2: 30<sup>th</sup> Mar</b></p>  | <p><b>Overview:</b></p>  | <p>When the teaching process begins – the aim is for the pupils to focus on extracts (teacher’s choice) and then allow pupils to make links to other parts of the text and link to context therefore enabling them to use the contextual knowledge.</p> |  |   |
| <p><b>Summer term 5: 20<sup>th</sup> April – 22<sup>nd</sup> May</b><br/> <b>5 Weeks</b></p> <p><b>Blood Brothers</b></p> <p><b>B1: 20<sup>th</sup> Apr – 7<sup>th</sup> May</b></p> <p><b>Key Dates:</b><br/> <b>Bank Holiday Friday 8<sup>th</sup> May</b></p> | <p><b>B1: Blood Brothers - The Big Picture</b></p>   | <p>Display the common traits from the class on a board.</p>   | <p><b>X1 lesson every week is for P4C</b></p> <p>The focus should be based around topics which occur naturally in the classroom – through discussion.</p> <p><b>Class and money</b><br/> <b>Nature vs. Nurture</b><br/> <b>Superstition and Fate</b><br/> <b>Bildungsroman</b></p> | <p><b>Assessment: End of Year Exam – Blood Brothers used in a Language style format</b><br/> <b>Date: TBC</b></p> |
| <p><b>Overview</b></p>   | <p>The focus of this unit is to explore the varying elements of language and structural devices that occur within the form of a play.</p> <p>Read through the play as a class and after reading focus on looking at the play objectively. Look at what the author is really trying to say. Characterisation, structure, the use of music, link to poetry skills.</p> |   |  |   |
|  | <p><b>Reading and Writing skills</b></p>   |   | <p><b>X1 lesson every week is for P4C</b></p>  |   |

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| <p><b>Summer term 6: 1<sup>st</sup></b><br/><b>June – 2<sup>nd</sup> July</b><br/><b>7 ½ Weeks</b></p> <p><b>Dystopian</b></p> <p><b>Key Dates:</b><br/><b>DC3: 14<sup>th</sup> July</b></p> | <p><b>Overview</b></p> | <p>This topic is for pupils to explore the different elements of dystopian texts, discovering the culture and historical links with aspects of sociology and psychology.</p> <p>This unit covers all aspects of both language papers and the short stories allow pupils to study a wider range of texts to enable them to broaden their exposure ready for the variety of alternative texts found on the language exam paper.</p> | <p>The focus should be based around topics which occur naturally in the classroom – through discussion.</p> <p><b>Dystopia</b><br/><b>Utopia</b><br/><b>Society</b><br/><b>Perceptions</b></p> | <p><b>Assessment: Creative Writing – Dystopian Fiction</b><br/><b>Narrative Q5 Language</b></p> |
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