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| **Half Term 1: DNA**  **Curriculum Overview for English**  **Year 9**  **Substantive Knowledge:**  Creation and Development of Characters  Peer Pressure  Bullying  Responsibility  Power Struggle  Crime  Group Dynamics  Psychology  Staging  Setting and Location  ASBO generation  Darwinian Theory  **Disciplinary Knowledge:**  Analytical\explanation skills  Character analysis  Reading comprehension  Evaluation  Description  Analysing text  Analysing Language techniques  Selecting evidence from texts  SPAG  PETAZEL Writing Method  Identify, Apply, Embed, Expand | Books | Individuals read aloud  Whole-class reading  Echo reading  Group reading  Reading texts to develop a love of reading  Re-reading for comprehension and development  Annotating Texts for Language and Literary Techniques  Carefully selecting evidence from a text  Identifying and analysing Literary and Language techniques  Book recommendation: ‘Pigeon English’- Stephen Kelman, ‘Blood Brothers’- Willy Russell | | | | | | | |
| Speech | Conquest  Power  Structure  Stage Directions  Dialogue | Monologue  Duologue  Consequence  Quotation  Intentions | | | Analyse  Evaluate  Explain  Challenge  Expectations | | | Mythology  Culture  Characterise  Symbolism  Connotations |
| Checklist RTL | **Guiding Question 1:**  Why did the characters ultimately decide to cover up what really happened to Adam? | | | **Guiding Question 2:**  Why is Phil almost always described as eating or drinking in the stage directions? | | **Topic Question:**  **How is the theme of Morality explored in Dennis Kelly’s play *DNA*?** | | |
| Home | Homework tasks- weekly | | | | | | | |
| **Half Term 2: Lord of the Flies**  **Substantive Knowledge:**  Civilisation  Youth Stereotypes  Mob mentality  Character Stereotypes  Discrimination  Prejudice  Development of Characters  Development of Narrative structure  Identity crisis  Nature vs Nurture  Darwinian Theory  **Disciplinary Knowledge:**  Analytical\explanation skills  Character analysis  Reading comprehension  Evaluation  Description  Analysing text  Analysing Language techniques  Exploring Deeper meanings  Selecting evidence from texts  Rhetoric and Counter arguments  SPAG  PETAZEL Writing Method  Identify, Apply, Embed, Expand | Books | Individuals read aloud  Whole-class reading  Echo reading  Group reading  Reading texts to develop a love of reading  Re-reading for comprehension and development  Annotating Texts for Language and Literary Techniques  Identifying and analysing Literary and Language techniques  Carefully selecting evidence from a text  Book recommendation: ‘The Catcher in the Rye’- J.D Salinger, ‘Fahrenheit 451’- Ray Bradbury | | | | | | | |
| Speech | Identity  Belonging  Prejudice  Rhetoric  Quotation  Civilised  Boundaries | | Imagery  Metaphor  Culture  Identity  Alliteration  Sibilance  Parenthesis | | Simile  Personification  Hyperbole  Juxtaposition  Adjective  Symbolism  Connotations | | Emotive Language  Characterisation  Assonance  Onomatopoeia  Pathetic Fallacy  Antithesis | |
| Checklist RTL | **Guiding Question 1:**  How do the boys adjust to life on the island? | | | **Guiding Question 2:**  How is the theme of evil portrayed in the novel? | | **Topic Question:**  **How does Golding present Piggy as an important character in ‘Lord of the Flies’?** | | |
| Home | Homework tasks- weekly | | | | | | | |