



Content - Big ideas

War Poetry

Big questions: How do I analyse a poem for structure and language? How is war presented through the genre of poetry?

Learning outcome: To compare soldiers' experiences of war in two poems. Write a letter home in role as a WW1 soldier.

Assessment: Reading – Compare how two war poets present war.

The Tempest

Big questions: How do we explore drama in English? How is power and authority presented in a Shakespeare play?

Learning outcome: To what extent does Shakespeare make the audience sympathise with Caliban during the play?

Assessment: Reading To what extent does Shakespeare make the audience sympathise with Caliban during the play?

Non-Fiction

Big Questions: What are the conventions of a newspaper article, a speech and a letter? What techniques can I use to write persuasively? How do I summarise non fiction texts? How do I write about my opinion?

Assessment: Writing :Write a speech in answer to a statement.

Year 9 EXAM

Assessment: Cambridge Secondary Checkpoint Exam (Reading and Writing)

Transition Unit

Big questions: What key skills do I need for GCSE? How do I analyse 19th Century literature?

Learning outcome: Students will have experienced a range of analytical activities and writing to prepare themselves for GCSE.

Prior learning

- Ability to read and comprehend texts for both explicit and implicit detail
- Ability to be able to support ideas on character with evidence
- Ability to plan and create own writing, applying knowledge of spelling and range of punctuation
- Knowledge of key terms: enjambment, caesura, sibilance, assonance, GCSE question styles
- Knowledge of different genres and text types: fiction; non-fiction; poetry; prose; drama

Global/IOM/Subject Links

Links to other area of subject

Poetry - 'Voices and Perspective' / 'Nature', Shakespeare and aspects of drama

Links to other subjects

History – WW1 Poetry, PSHE – 'Curious Incident'

Links to Global picture

–develop skills of communication and collaboration

–understand differing viewpoints

– questioning and challenging assumptions and perspectives

– cultural capital – knowledge and understanding of Shakespeare/ diversity

Links to IOM: 'The Tempest' – islander's perspective versus 'outsider's'

Subject specific skills development

- Poetry analysis in Yr 7 and 8 is now used in comparison questions
- Previous experience of Shakespeare analysis now includes the important aspect of context.
- Non-fiction introduced in KS3, new skills of non-fiction analysis introduced prior to KS4.
- Both Reading and Writing skills continue to be embedded culminating in the transition unit.