

Hartford Church of England High School – Year 9 – English

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
Topic(s)	Pigeon English	Political Speech Writing	Great Expectations	Dystopian Fiction	Romeo and Juliet	Poetry from Other Cultures
Focus	Students have another opportunity to read and enjoy a whole novel while developing their understanding of characters and themes in the novel <i>Pigeon English</i> by Stephen Kelman.	Students will gain an insight into different elements of politics: healthcare, education, socioeconomics and the environment. Students will also develop their persuasive writing techniques by exploring how to structure a piece of non-fiction writing.	Students will acquire and develop an understanding of how writers use structural techniques to show morality and comment on societal contextual issues, while also enjoying the story of <i>Great Expectations</i> by Charles Dickens.	Students will create dystopian worlds and learn how to write dystopian fiction with precise descriptions and convincing characters. Students will also learn how to create tension in their writing.	Students will study Shakespeare's <i>Romeo and Juliet</i> through the lenses of violence, conflict, and toxic masculinity. Students will use context from the Elizabethan eras to understand themes such as patriarchy and male aggression.	Students will recap and develop their knowledge of poetic forms, studying poetry from a range of cultures and poetic voices. The scheme is an introduction to comparing poems.
Reading	Novel: 'Pigeon English'	Novella: 'This is Going to Hurt', 'Stone Cold' Article: 'My Life in The Working Class' Speech: 'Greta Thunberg to the UN, 2019'	Novel: 'Great Expectations'	Novel Extracts: 'War of the Worlds', 'The Hunger Games', '1984', 'Parable of the Sower', 'Station Eleven'	Play: Romeo and Juliet	'The British', 'Blessing', 'Limbo', 'Search for my Tongue', 'Presents from my Aunts in Pakistan', 'Island Man',
Vocabulary	Susceptible, Inquisitive, Juvenile, Precarious, Gregarious	Aspire, Imperative, Collaboration, Inhibit, Reputation	Impoverished, Neglected, Solitary, Petrifying, Vengeful	Totalitarianism, Surveillance, Propaganda, Oppression, Resistance	Feud, Hamartia, Destiny, Impulsive, Fickle, Peripeteia, Oxymoron, Semantic Field.	Prejudice, Culture, Identity, Ambiguous, Trivialise, Stanza, Simile, Metaphor, Semantic Field.
Assessment	How does Kelman present Harrison as an unsettled character? How does Kelman present aggressive behaviour?	Write a speech about the environment. Write a speech for a political rally	How does the setting of the marshes establish atmosphere in the exposition of the novel? How does Dickens create intrigue throughout the novel?	Write a tense climax of a story which includes your own dystopian character Write a dystopian story in a world of your own creation	How does Shakespeare present violence in Romeo and Juliet? How are male characters presented in Romeo and Juliet?	Compare how poets present culture and identity in 'Search for my Tongue' and 'Presents for my Aunts in Pakistan'?

Curriculum Thread	Modern text, characterisation, literature analysis	Non-fiction writing, writing to persuade	Pre 1914 text, characterisation, literature analysis	Creative writing, writing a story, developing characterisation	Shakespeare, Literature analysis, poetry	Poetry and poetic analysis
Wider Reading	'The Hate U Give', 'Refugee Boy', 'Boy, Everywhere'	The Guardian, The Times, BBC Website 'I Am Malala' 'Persepolis'	'Nicholas Nickleby', 'To Kill A Mockingbird', 'Little Women'	'Never Let Me Go', 'Vox', 'Brave New World', 'Catch 22'	'Shakespeare's Sonnets', 'Noughts and Crosses', 'Twilight', 'West Side Story' (play/film)	'How to Read Poetry', 'I Know How The Caged Bird Sings', 'The House on Mango Street'