

## ENGLISH: Long-Term Plan – Year 9

**Long-term planning (LTPs)** - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Ensuring whole school intent priorities to be planned for

YEAR 9						
	Autumn		Spring		Summer	
<b>Unit title:</b>	LIT: Shakespeare - 'Romeo and Juliet'	CORE: Love and Relationships A) Poetry B) Magazine articles	LIT: 'Of Mice and Men'	CORE: A) Short story B) Research and investigation essay	LIT: 'An Inspector Calls'	CORE: A) Transformational writing B) Editorial and columnist writing
<b>Unit length:</b>	Whole Term		Whole Term		Whole Term	
<b>Key concepts or themes:</b>	<ul style="list-style-type: none"> <li>✓ IDENTITY: struggle for identity</li> <li>✓ RELATIONSHIPS: complex relationships; marriage</li> <li>✓ SOCIETY: class and hierarchy</li> </ul>	<ul style="list-style-type: none"> <li>✓ EXPLORE</li> <li>✓ IMAGINE</li> <li>✓ ENTERTAIN</li> <li>✓ INFORM</li> <li>✓ EXPLAIN</li> <li>✓ ADVISE</li> </ul>	<ul style="list-style-type: none"> <li>✓ IDENTITY: struggle for identity</li> <li>✓ RELATIONSHIPS: complex relationships; marriage</li> <li>✓ SOCIETY: class and hierarchy</li> </ul>	<ul style="list-style-type: none"> <li>✓ EXPLORE</li> <li>✓ IMAGINE</li> <li>✓ ENTERTAIN</li> <li>✓ INFORM</li> <li>✓ EXPLAIN</li> <li>✓ DESCRIBE</li> </ul>	<ul style="list-style-type: none"> <li>✓ IDENTITY: struggle for identity</li> <li>✓ RELATIONSHIPS: complex relationships; marriage</li> <li>✓ SOCIETY: class and hierarchy</li> <li>✓ ARGUE</li> <li>✓ PERSUADE</li> </ul>	<ul style="list-style-type: none"> <li>✓ EXPLORE</li> <li>✓ IMAGINE</li> <li>✓ ENTERTAIN</li> <li>✓ DESCRIBE</li> </ul>
<b>Knowledge/ Skills:</b>	Reading for meaning: Explain, analyse, interpret and evaluate Author's craft Contextual relevance	Reading for meaning Writing for a purpose Accuracy of writing and communication	Reading for meaning: Explain, analyse, interpret and evaluate Author's craft Contextual relevance	Reading for meaning Writing for a purpose Accuracy of writing and communication	Reading for meaning: Explain, analyse, interpret and evaluate Author's craft Contextual relevance	Reading for meaning Writing for a purpose Accuracy of writing and communication
<b>End points covered:</b>	To know how writers use dramatic devices and aspects of form to engage the audience.  To know how context influences writers.	To understand how to adapt writing for genre, audience and purpose.	To know how writers use language, structure and form to explore character and theme.	To understand how to adapt writing for genre, audience and purpose.	To know how writers use language, structure and form – as well as genre specific conventions - to impact the audience.	To understand how to adapt writing for genre, audience and purpose.

	To understand the text as a social comment.		To know how context influences writers. To understand the text as a social comment.		To know how context influences writers. To understand the text as a social comment.	
<b>NC/Spec coverage:</b>	Drama text Shakespeare	Fiction: Creative writing – writing poetry Non-fiction: Magazine articles	Prose study Post 1900/modern texts	Fiction: Narrative writing Non-fiction: Discursive writing and <b>Spoken Language</b>	Drama text Post 1900/modern texts	Fiction: Transformational writing Non-fiction: Opinion articles
<b>Cross-curricular links:</b>	Drama History	Media	History		History Drama	Media
<b>Assessments:</b>	Lit Knowledge Test Big Q	Core Knowledge Test Creative fiction: poetry writing	Lit Knowledge Test Big Q	Core Knowledge Test Creative fiction: short story	Lit Knowledge Test Big Q	Core Knowledge Test Creative non-fiction: opinion writing
<b>Other school intent priorities</b>						
<b>New experiences – broadening horizons</b>	Exploring new themes/global themes Texts in context  The Globe experience		Studying writers/texts from different cultures Exploring global themes Texts in context		Studying writers/texts from The Canon Studying modern writers (post-modernism) Exploring new themes/global themes Texts in context	
<b>Developing character – Kind, Hard Working, Successful</b>	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication Independence when choosing reading books	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication Independence when choosing reading books	Confidence in reading for meaning and interpretation; Collaboration for success	Confidence in expressing ideas in written and verbal communication Independence when choosing reading books

<b>Context specific need</b> – diversity, inclusion; reading, literacy; mental health	Elizabethan England C16th Gender roles; roles of women Religion	Reading Literacy Oracy Accelerated Reader	Diversity American Culture 1920s and 30s	Reading Literacy Oracy Accelerated Reader	Class system 1912 - 1945 Politics War	Reading Literacy Oracy Accelerated Reader
<b>Curriculum Careers</b> - Gatsby 4		Links to journalism and studying Media or English Language in sixth form		Links to studying English Language in sixth form; links to NEA in English Language and Literature		Links to journalism and studying Media or English Language in sixth form