# English

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## Year 9

### Key Learning Constructs to be developed over the academic year
- Identify and Explain
- Interpret and Analyse
- Compare, Contrast, Evaluate
- Communicate and Relate
- Organise and Structure
- Explore and Imagine

### Scheme of Learning

#### Autumn Term
- Drama and Drafting  
  Imaginative Writing
  - Exploring perspectives and personas in writing
  - Crafting characters
  - Organising writing: looking at exposition, rising action, climax, falling action and denouement
  - Alternative structures – looking at new ways to shape narrative
  - Shaping expression through showing, rather than telling

Studying ‘Whose Life is it, Anyway?’ – Brian Clark
- Debating ethical and social issues (euthanasia/right to life in particular)
- Looking at the way social issues are presented in a playwright’s ideas and perspectives
- Analysing, comparing and contrasting characters
- Evaluating how events are structured in the play

#### Spring Term
- Tragedies in Time
  Studying Shakespeare’s ‘Othello’
  - Understanding the key features of a Shakespearean tragedy, in context to tragedies across the ages (from Ancient Greek to 20th century plays)
  - Exploring critical interpretations of the play, from theatrical critics’ views to feminist and post-colonialist critics
  - Iago and Machiavellian characters
  - Analysis of motifs, symbolism and imagery in the play
  - Exploring the treatment of race and gender politics in the play

#### Summer Term
- Nineteenth-Century Short Stories and Non-Fiction
  - Reading, comparing and evaluating a wide selection of short stories and non-fiction pieces on social issues (education, poverty, family and absent parents, marriage, crime etc) and interests (adventure and exploration, the Gothic genre)

### The American Dream
- Studying ‘Of Mice and Men’ – John Steinbeck
  - Exploring contexts – 1920s/30s Great Depression and reading around the time period (excerpts from The Great Gatsby, The Grapes of Wrath, Gentlemen Prefer Blondes)
  - Prejudice – looking at the treatment of age, disability, gender and race in the novella
  - Exploring imagery, looking at Steinbeck’s use of structure too
  - Debates over key ideas (loneliest character, etc)
  - The shifting American Dream, looking at James Truslow Adams’ 1933 vision versus Steinbeck’s Dream. Connections also made to ‘Death of a Salesman’ and the twenty-first century interpretation of the Dream (has it died, and what happens to a ‘dream deferred’?)
## Curriculum and Assessment Map 2019-2020

### * R&R (Read and Review) Lessons
In these weekly lessons, students complete a variety of independent reading tasks while one-to-one discussions and feedback is given by the teacher on rotation.

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<th>R&amp;R*</th>
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<tr>
<td>Reading Challenge</td>
<td>Reading around the nineteenth-century genre (from wide school selection, both fiction and non-fiction)</td>
<td>Reading around American Literature Reading Challenge</td>
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<tr>
<td>Reading <em>Whose Life is it, Anyway?</em> – Brian Clark</td>
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### Assessment Pieces
- **Imaginative Writing piece**
- **Literature task, based on a whole-text exploration of ‘Othello’**
- **Reading C19th Fiction and Non-Fiction task, analysing, identifying and comparing unseen passages**

### Key vocabulary
- Perspective, in media res, focalizer, omniscient narrative voice, personification, motif
- Learning terms about self-expression: autonomy, orator, bureaucracy
- Learning new terms: tragedy, catharsis, hamartia, anagnorisis, Machiavellian, catalyst, tragic hero
- Looking at new terms: idiolect, Edenic, prelapsarian, segregation, vernacular, Exploring Barthes’ Death of the Author theoretical approach.

### Outside the taught curriculum
- Completing the Reading Challenges, organised through the Library
- Participating in the weekly Debating Society (Thursday lunchtimes, Rm 14) and Creative Writing Club (Monday lunchtimes, Rm 10)
- Submitting entries for Poetry and Creative Writing competitions (set on a termly basis) and contributing to Celebration of the Arts evening in June/July
- Taking part in Drama Club (Tuesday lunchtimes, Drama Studio)
- Watching productions, both in school (‘A Midsummer Night’s Dream’ in 2020), locally, or in cinema screenings

### Suggested reading
Please see our Key Stage 3 Recommended Reading List for ideas:
- [Key Stage 3 Recommended Reading List](#)