Byte Week   Assess   Surveys   Students will explore a range of non-fact text from the 19th-21st Control which immoduse them to influential, impring figures who represent marginalized votes and cover seminal issues including cone instruction from Ross   Part of No.	Year 9 Overview 2023-24 (English Language)									
11-Sep			Assess							
11-Sep B 2 18-Sep² A 3 18-Sep² A 3 19-Sep² B 4 2 - Sep² B 4 2 - Sep² B 4 2 - Oct A 5 2 - Oct B 5 3 - Oct B 6 6 - Oct B 6 10 - Oct B 6 10 - Oct B 7 23-Oct B 7 23-Oct B 8 8 - Oct B 8 9 - Oct B 8 10 - Oct B 8			1	UNIT 1	L: Voicing the Voiceless (9 Weeks/12 L	essons*)				
18-Sep3 A 3 25-Sep B 4 25-Sep B 5 3-Sep B 6 3-Sep B 7 3-Sep B 8 3-Sep B										
25-Sep   B   4										
demonstrating their understanding of the importance of PAF.  1- Oct				,		,				
9-Oct B 6 6 16-Oct A 7 13-Nov B 10 13-Nov B 10 20-Nov A 11 13-Nov B 10 21-Nov B 12 27-Nov B 14 18-Dec A 13 18-Dec A 15 18-Dec B 14 18-Dec A 15 19-Dec B 14 18-Dec B 15 19-Dec B 14 18-Dec B 16 15-Jan B 15 11 29-Jan B 15 11 29-Jan A 19 5-Feb B 20 12-Feb B 21 29-Jan A 19 5-Feb B 20 12-Feb B 21 11-Mar B 24 4-Mar A 23 25-Feb B 20 12-Feb B 20 13-Mary B 32 5-Feb B 30 13-Mary A 31 13-Mary A 35 13-Mary B 36 5-Mary B 30 13-Mary B 32 5-Fin Now S	25-Sep	В		· · · · · · · · · · · · · · · · · · ·						
Bit Students analyse language and structure in text and for own use effectively.  Students of the property of the property of the post of the property of the	2-Oct	Α	5	Learning Outcomes:						
23-OCT B B 8  OCTOBER NALT TERM 7 Weeks / 34 Days 6-Nov A 9  13-Nov B 10 20-Nov A 11 27-Nov B 10 27-Nov B 12 27-Nov B 12 4-Dec A 13 11-Dec B 14 18-Dec A 15 18-Dec B 15 19-Dec B 16 19-Dec B 16 19-Dec B 16 19-Dec B 17 19-Dec B 16 19-Dec										
Prior (*8) Now (*8) 40 mgs  3 Nov (*8) 10  33-Nov (*8) 10  20-Nov (*A) 11  27-Nov (*B) 12  4-Dec (*A) 13  11-Dec (*B) 14  18-Dec (*A) 15  15-Jan (*A) 571  22-Jan (*B) 571  23-Jan (*B) 571  25-Feb (*B) 20  12-Feb (*B) 30  13-Mar (*B) 32  25-Mar (*B)										
Section   Sect		_								
Control   Cont				Discuss and structure well evidenced personal	Share personal judgements including alternate	Make informed evaluations that derive from close				
2D-Nov A 11 27-Nov B 12 4-Dec A 13 11-Dec B 14 11-Dec B 14 11-Dec B 14 11-Dec B 15 12-Dec A 15 13-Dec A 15 15-Jan A 15 15-Jan A 15 15-Jan A 15 15-Jan A 17 22-Jan B 15 11 22-Jan B 15 11 22-Jan B 15 11 29-Jan A 19 11-Dec B 20 11-Feb A 21 12-Feb A 21 12-Feb A 21 13-Feb B 20 11-Feb A 21 11-Dec B 22 11-Mar A 25 11-Mar B 24 11-Mar B 24 11-Mar B 24 11-Mar B 25 11-Mar A 25 11-Mar A 25 11-Mar A 25 11-Mar B 24 11-Mar B 24 11-Mar B 25 11-Mar B 26 11-Mar B 27 11-Mar B 28 11-Mar B 29 11-Mar B 2	6-Nov	А	9	Consider the style choices for different purposes and	Select apt language and structure to achieve purpose	Make consistent, ambitious choices to meet the purpose				
### and Process of the story with an intriguing plot and characters. Through an image/filtip prompt, students will individually plot for a detailed planusing the story are guidance. Students will read two golds.  #### and Process of the story with an intriguing plot and characters. Through an image/filtip prompt, students will read two golds.  #### and Process of the story with an ambitious structure; and make critical judgements about a text.  #### students write a good story using the story are structure appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.  #### Students write a good story using the story are structure; appropriately.	13-Nov	В	10	<u> </u>	JNIT 2: Haunted (10 Weeks/14 Lesson	<u>s*)</u>				
4-Dec A 13 11-Dec B 14 18-Dec A 15 15-Jan A 15 15-Jan A 5T1 22-Jan B 5T1 29-Jan A 19 5-Feb B 20 12-Feb A 21 15-Feb B 20 12-Feb A 21 13-Feb B 20 14-Mar A 23 15-Jan A 21 15-Jan A 31 15-Jan A 33 13-May A 31 13-May A 31 13-May A 31 13-May B 32 29-Apr A 29 6-May' B 30 13-May B 32 29-Apr A 29 6-May' B 30 13-May B 32 20-May B 32 20-May B 32 30-Jan A 35 31-Jan B 36 32-Jan B 37 33-Jan B 37 34-Jan B 36 35-Jan B 37 35-Jan	20-Nov	Α	11	Students will uncover the nuances of th	ne gothic genre and develop their VSSP	S to write a controlled, coherent and				
4-Dec A 13 13-Dec B 14 13-Dec A 15 CHRISTMAS HOLIDAY 6 Weeks / 30 Days 8-Jan B 16 15-Jan A 5T1 22-Jan B 5T1 29-Jan A 19 5-Feb B 20 12-Feb B 20 13-Feb B 20 13-Feb B 20 13-Feb B 20 14-Mar A 23 11-Mar B 24 13-B-Mar A 25 13-Mar B 26 EASTER ROLIDAY (Inc. BH) 6 Weeks / 32 Days 13-Apr A 27 22-Apr B 28 29-Apr A 27 22-Apr B 28 39-Apr A 29 6-May 8 B 30 13-May A 31 13-May B 32 5-Rem Roll B 30 13-May B 31 5-Jul B 36 13-Jul B 38 13-Jul B 33 13	27-Nov	В	12		· ·					
18-Dec A 15 CHISTMAS HOLDAY 6 Weeks / 30 Days 8-Jan B 16 15-Jan A 5T1 22-Jan B ST1 29-Jan A 19 5-Feb B 20 12-Feb A 21 FEBRUARY HALF TERM 5 Weeks / 24 Days 26-Feb B 22 4-Mar A 23 11-Mar B 24 13-Mar A 25 11-Mar B 24 13-Mar A 25 13-Mar A 25 13-Pan A 25 13-Pan A 27 25-Pan B 26 EASTER HOLIDAY (Inc. BH) 6 Weeks / 29 Days 13-Apr A 29 6-May B 32 29-Apr A 29 6-May B 32 29-Apr A 29 6-May B 32 3-Jun A 31 20-May B 32 5-PRING HALF TERM (Inc. BH) 7 Weeks / 35 Days 3-Jun A 35 13-Jun A 35 13-Jun A 35 13-Jun A 35 13-Jun B 36 13-Jun B 37 24-Jun B 36 13-Jun B 37 24-Jun B 38 13-Jun B 36 13-Jun B 37 24-Jun B 36 13-Jun B	4-Dec	Α	13		5					
GWestex / 30 Days  8-Jan B 16 15-Jan A 5T1 22-Jan B 5T1 22-Jan B 5T1 29-Jan A 19 5-Feb B 20 12-Feb A 21 FEBRUARY PAILF TERM   Sueeks / 24 Days 5-Wesks / 24 Days 11-Mar B 24 11-Mar B 26 EASTER HOUDAY (inc. BH) 6 Wesks / 29 Days 11-Apr A 27 22-Apr B 28 29-Apr A 29 6-Mays B 30 13-May A 31 13-May B 32 SPRING HALF TERM (inc. BH) 7 Wesks / 35 Days  SPRING HALF TERM (inc. BH) 7 Wesks / 35 Days	11-Dec	В	14							
Bit Students carf and engaging story with narrotive hooks and selected structure.  8 Jan B 16 15-Jan A 5T1 22-Jan B 5T1 29-Jan A 19 5-Feb B 20 12-Feb A 21 FEBRUARY HALF TERM 5 Weeks / 24 Days  26-Feb B 22 4-Mar A 23 11-Mar B 24 18-Mar A 23 11-Mar B 24 18-Mar A 25 5-Feb B 26  EASTER HOUDAY (Inc. BH) 6 Weeks / 29 Days  15-Apr A 27 22-Apr B 28 29-Apr A 29 6-May B 30 13-May A 31 20-May B 32 5-FRING HALF TERM (Inc. BH) 7 Weeks / 35 Days' 3-Jun A 37 3-Jun A 37 3-Jun A 37 3-Jun B 36 1-Jul B 38 1-Jul B 36 1-Jul B 38 1-J	18-Dec	Α	15							
8-Jan B 16 15-Jan A 5T1 22-Jan B 5T1 22-Jan B 5T1 22-Jan B 5T1 29-Jan A 19 5-Feb B 20 12-Feb A 21 FEBRUARY HALF TERM 5-5 Weeks / 24 Days 5-Weeks / 24 Days 26-Feb B 22 4-Mar A 23 11-Mar B 24 4-Mar A 23 11-Mar B 24 5-Feb B 26 FESTER HOUDAY (Inc. 8H) 6-Weeks / 29 Days 15-Apr A 27 22-Apr B 28 29-Apr A 29 6-Mays B 30 13-May A 31 20-May B 32 29-Apr A 29 6-Mays B 30 13-May A 31 20-May B 32 11-May A 31 20-May B 32 5-FRING MALF TERM (Inc. 8H) 7-Weeks / 35 Days 3-Jun A 37 3-Jun B 572 17-Jun A 35 11-Jul B 36 11-Jul B 38 11-Jul B 36 11-Jul B 38 11-Jul B 36 11-Jul A 39 1-V2-24/Jul MSET converted to 9 x Twillight  Winter the weeks with earling and repeats devices the same to caps of transported management on another britance for dragging marrate and allaging						ture				
Prior (YS)   Now (Y9)   Next (Y10)			16							
22-Jan B ST1  29-Jan A 19  5-Feb B 20  12-Feb A 21  Sweeks / 24 Days  26-Feb B 22  4-Mar A 23  11-Mar B 24  18-Mar A 25  25-Mar <sup>4</sup> B 26  EASTER HOUDAY (Inc. 8H) 6-Weeks / 29 Days  15-Apr A 27  22-Apr B 28  29-Apr A 29  6-May <sup>5</sup> B 30  13-May A 31  20-May B 32  SPRING HALF TERM (Inc. 8H) 7 Weeks / 35 Days'  3-Jun A ST2  10-Jun B 36  11-Jun B 32  SPRING HALF TERM (Inc. 8H) 7 Weeks / 35 Days'  3-Jun A 37  3-Jun A 37  3-Jun B 372  3-Jun B 37  3-Jun B			_	Prior (Y8)	Now (Y9)					
29-Jan A 19  5-Feb B 20  12-Feb A 21  FEBRUARY HALF TERM 5-Weeks / 24 Days  26-Feb B 22  4-Mar A 23  11-Mar B 24  18-Mar A 25  25-Mar <sup>4</sup> B 26  FASTER HOLIDAY (Inc. BH) 6-Weeks / 29 Days  15-Apr A 27  22-Apr B 28  29-Apr A 29  6-May <sup>6</sup> B 30  13-May A 31  20-May B 32  SPRING HALF TERM (Inc. BH) 7-Weeks / 35 Days'  3-Jun A 5T2  10-Jun B 5T2  10-Jun B 5T2  11-Jun A 35  24-Jun B 36  1-Jul B 36  1-Jul B 36  1-Jul B 38  15-Jul B 38  15-J			_							
Students will create their own themed teen magazine whilst exploring a range of 19th – 21th century non-fiction texts alongside this. Students should complete a range of tasks includings: a review of a filin/book, static adverts, quiz pages, informal narratives, magazine front covers, problem pages (letters), and traved writting pieces. They will re-relate their own themed teen magazine whilst exploring a range of 19th – 21th century non-fiction texts alongside this. Students should complete a range of tasks includings: a review of a filin/book, static adverts, quiz pages, informal narratives, magazine front covers, problem pages (letters), and traved writting pieces. They will re-relate the chosen piece to submit as their assessed piece. Students are to create a magazine themed around an interest they have e.g. Music, Sport, etc.  Learning Outcomes:  11-Mar		_								
Students will create their own themed teen magazine whilst exploring a range of 19th – 21th century non-fiction texts alongside this. Students should complete a range of tasks includings: a review of a filin/book, static adverts, quiz pages, informal narratives, magazine front covers, problem pages (letters), and traved writting pieces. They will re-relate their own themed teen magazine whilst exploring a range of 19th – 21th century non-fiction texts alongside this. Students should complete a range of tasks includings: a review of a filin/book, static adverts, quiz pages, informal narratives, magazine front covers, problem pages (letters), and traved writting pieces. They will re-relate the chosen piece to submit as their assessed piece. Students are to create a magazine themed around an interest they have e.g. Music, Sport, etc.  Learning Outcomes:  11-Mar	5-Feh	R	20	UNIT	3: Magazine Mania (10 Weeks/ 12 Le	ssons*)				
alongside this. Students should complete a range of tasks including: a review of a film/book, static adverts, quiz pages, informal narratives, magazine front covers, problem pages (letters), and travel writing pieces. They will re-draft a chosen piece to submit as their assessed piece. Students are to create a magazine themed around an interest they have e.g. Music, Sport, etc.   Learning Outcomes:			-	<del></del> -						
26-Feb B 22 4-Mar A 23 11-Mar B 24 18-Mar A 25 25-Mar <sup>4</sup> B 26  EASTER HOUDAY (inc. BH) 6 Weeks / 29 Days 15-Apr A 27 22-Apr B 28 29-Apr A 29 6-May <sup>5</sup> B 30 13-May A 31 20-May B 32 29-May B 32 SPRING HALF TERM (inc. BH) 7 Weeks / 35 Days' 3-Jun A 5T2 10-Jun B 5T2 17-Jun A 35 24-Jun B 36 1-Juli A 35 24-Jun B 36 1-Juli A 39  **22-24/1/13 INSET converted to 9 x Twillight  **Converted to 9 x Twillig				alongside this. Students should complete a range of tasks including: a review of a film/book, static adverts, quiz pages,						
A-Mar A 23  11-Mar B 24  18-Mar A 25  25-Mar <sup>4</sup> B 26  EASTER HOLIDAY (Inc. BH) 6 Weeks / 29 Days  15-Apr A 27  22-Apr B 28  29-Apr A 29  6-May <sup>5</sup> B 30  13-May A 31  20-May B 32  SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days'  3-Jun A 512  10-Jun B 512  17-Jun A 35  24-Jun B 36  1-Jul A 35  24-Jun B 36  1-Jul A 37  8-Jul B 38  15-Jul B 338										
Students sases and use a variety of linguistic / literary devices.										
B: Students analyse and use a range of purposeful linguistic / literary devices.  EW: Students distinguish examples and precise use of linguistic / literary devices.  EW: Students distinguish examples and precise use of linguistic / literary devices.  EW: Students distinguish examples and precise use of linguistic / literary devices.  EW: Students distinguish examples and precise use of linguistic / literary devices.  EW: Students distinguish examples and precise use of linguistic / literary devices.  EW: Students will examples and precise use of linguistic / literary devices.  EW: Students will examples and precise use of linguistic / literary devices.  EW: Students will examples and precise use of linguistic / literary devices.  EW: Students will examples and precise use of linguistic / literary devices.  EW: Students will examples and precise use of linguistic / literary devices.  EW: Students will examples and precise use of linguistic / literary devices.  EW: Students will examples and precise use of linguistic / literary devices.  EW: Students will examples and precise use of linguistic / literary devices.  EW: Students expense the minimize and differences between tests. Recognise the formality and conventions to a manuplate reader.  Unit 4: It's All an Act (10 Weeks/12 Lessons*)  Students will engage in Spoken Language activities using an array of methods (see 'Dramatic Techniques') including script writing. Opportunities to debate, present and perform will be provided. The topics covered will reflect key societal issues, current affairs and elements of the EDI curriculum. To further support appreciation of the play, some tasks may be issue/therme-linked only to The Merchant of Venice through universal themes e.g. injustice, prejudice, discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete themed CW/TW.  Learning Outcomes:  GW: Students express challenging ideas using a range of vocabulary.  EW: Including above, students engage their aud	-			Learning Outcomes:						
EASTER HOLIDAY (Inc. BH) 6 Weeks / 29 Days  15-Apr A 27  22-Apr B 28  29-Apr A 29  6-May <sup>5</sup> B 30  13-May A 31  20-May B 32  SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days'  3-Jun A ST2  10-Jun B ST2  11-Jul A 35  24-Jun B 36  11-Jul A 37  8-Jul B 38  15-Jul A 39  **22-24/7/24 INSET converted to 9 x Twilight  EW: Students distinguish examples and precise use of linguistic / literary and linguistic devices for clear, imputative endistrictions and affirences between texts. Recognite the formality and conventions of transactional conventions to stillule knowledge of transactional conventions to still take place during Unit 4 (Transactional Writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional Writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional Writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional wr										
FASTER HOLIDAY (Inc. BH) 6 Weeks / 29 Days  15-Apr A 27  22-Apr B 28  29-Apr A 29  6-May <sup>5</sup> B 30  13-May A 31  20-May B 32  SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days*  3-Jun A ST2  10-Jun B ST2  11-Jun A 35  24-Jun B 36  24-Jun B 36  1-Jul B 36  1-Jul B 36  1-Jul B 38  15-Jul B 39  27-22-24/7/24 INSET converted to 9 x Twillight  Prior (Y8)										
15-Apr A 27  22-Apr B 28  29-Apr A 29  6-May <sup>5</sup> B 30  13-May A 31  20-May B 32  SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days'  3-Jun A ST2  10-Jun B ST2  17-Jun A 35  17-Jun A 35  24-Jun B 36  17-Jun				Prior (Y8)	Now (Y9)	Next (Y10)				
Students will engage in Spoken Language activities using an array of methods (see 'Dramatic Techniques') including script writing. Opportunities to debate, present and perform will be provided. The topics covered will reflect key societal issues, current affairs and elements of the EDI curriculum. To further support appreciation of the play, some tasks may be issue/theme-linked only to The Merchant of Venice through universal themes e.g. injustice, prejudice, discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete themed CW/TW.  Learning Outcomes:  GW: Students express challenging ideas using a range of vocabulary.  BI: Students express challenging ideas using a sophisticated range of vocabulary.  BI: Students express challenging ideas using a sophisticated range of vocabulary.  EW: Including above, students engage their audience with a range of strategies.  Prior (Y8)   Now (Y9)   Next (Y10)    Consider literary and linguistic devices for clear, impactful meaning.  *22-24/7/24 INSET converted to 9 x Twilight			н)							
22-Apr B 28 29-Apr A 29  6-May <sup>5</sup> B 30  13-May A 31  20-May B 32  SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days¹  3-Jun A 5T2  10-Jun B ST2  17-Jun A 35  1-Jul B 36  1-Jul B 36  1-Jul B 38  15-Jul B 38  15-Jul B 38  15-Jul B 38  15-Jul A 39  NB: The ST2 assessment will take place during Unit 4 (Transactional Writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional Writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional Writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional Writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional Writing).  NB: The ST2 assessment will take place during Unit 4 (Transactional Writing).  NDIT 4: It's All an Act (10 Weeks/12 Lessons*)  Students will engage in Spoken Language activities using an array of methods (see 'Dramatic Techniques') including script writing. Opportunities to debate, present and perform will be provided. The topics covered will reflect key societal issues, current affairs and elements of the EDI curriculum. To further support appreciation of the play, some tasks may be issue/theme-linked only to The Merchant of Venice through universal themes e.g. injustice, prejudice, discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a S			27	styles.	manipulate reader.					
Sudents will engage in Spoken Language activities using an array of methods (see 'Dramatic Techniques') including script writing. Opportunities to debate, present and perform will be provided. The topics covered will reflect key societal issues, current affairs and elements of the EDI curriculum. To further support appreciation of the play, some tasks may be issue/theme-linked only to The Merchant of Venice through universal themes e.g. injustice, prejudice, discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete themed CW/TW.    10-Jun	-	В	28	NB: The ST2 assess	ment will take place during Unit 4 (Tr	ansactional Writing).				
13-May A 31 20-May B 32  Students will engage in Spoken Language activities using an array of methods (see 'Dramatic Techniques') including script writing. Opportunities to debate, present and perform will be provided. The topics covered will reflect key societal issues, current affairs and elements of the EDI curriculum. To further support appreciation of the play, some tasks may be issue/theme-linked only to The Merchant of Venice through universal themes e.g. injustice, prejudice, discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete themed CW/TW.  10-Jun B ST2 17-Jun A 35 24-Jun B 36 1-Jul A 37 8-Jul B 38 15-Jul B 38 15-Jul A 39  *22-24/7/24 INSET converted to 9 x Twilight  Students will engage in Spoken Language activities using an array of methods (see 'Dramatic Techniques') including script writing. Opportunities to debate, present and perform will be provided. The topics covered will reflect key societal issues, current affairs and elements of the EDI curriculum. To further support appreciation of the play, some tasks may be issue/theme-linked only to The Merchant of Venice through universal themes e.g. injustice, prejudice, discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete tasks may	29-Apr	Α	29	]						
13-May A 31 20-May B 32 SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days*  3-Jun A ST2 10-Jun B ST2 17-Jun A 35 24-Jun B 36 1-Jul A 37 8-Jul B 38 15-Jul B 38 15-Jul A 39  Students will engage in Spoken Language activities using an array of methods (see 'Dramatic Techniques') including script writing. Opportunities to debate, present and perform will be provided. The topics covered will reflect key societal issues, current affairs and elements of the EDI curriculum. To further support appreciation of the play, some tasks may be issue/theme-linked only to The Merchant of Venice through universal themes e.g. injustice, prejudice, discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete themed CW/TW.  Learning Outcomes:  GW: Students express challenging ideas using a range of vocabulary.  BI: Students express challenging ideas using a sophisticated range of vocabulary.  EW: Including above, students engage their audience with a range of strategies.  Prior (Y8) Now (Y9) Next (Y10)  Apply and utilise a range of literary and linguistic devices with precision.  Apply and utilise a range of literary and linguistic devices with precision.	6-May <sup>5</sup>	В	30	UN	IT 4: It's All an Act (10 Weeks/12 Less	ons*)				
20-May B 32  SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days*  3-Jun A ST2  10-Jun B ST2  17-Jun A 35  24-Jun B 36  1-Jul A 37  8-Jul B 38  15-Jul B 38  15-Jul A 39  *22-24/7/24 INSET converted to 9 x Twilight  script writing. Opportunities to debate, present and perform will be provided. The topics covered will reflect key societal issues, current affairs and elements of the EDI curriculum. To further support appreciation of the play, some tasks may be issue/theme-linked only to The Merchant of Venice through universal themes e.g. injustice, prejudice, discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete themed CW/TW.  Learning Outcomes:  GW: Students express challenging ideas using a range of vocabulary.  EW: Including above, students engage their audience with a range of strategies.  Prior (Y8) Now (Y9) Next (Y10)  Consider literary and linguistic devices with precision.  Apply and utilise a range of literary / linguistic devices. with precision.	-	Α		Students will engage in Spoken Langua	ge activities using an array of methods	(see 'Dramatic Techniques') including				
SPRING HALF TERM (Inc. BH) 7 Weeks / 35 Days*  3-Jun A ST2  10-Jun B ST2  17-Jun A 35  24-Jun B 36  1-Jul A 37  8-Jul B 38  15-Jul A 39  *22-24/7/24 INSET converted to 9 x Twilight  souther tarians and elements of the 2bl curriculum. To further support appreciation of the play, softle tarians and elements of the 2bl curriculum. To further support appreciation of the play, softle tarians and elements of the 2bl curriculum. To further support appreciation of the play, softle tarians and elements of the 2bl curriculum. To further support appreciation of the play, softle tarians and elements of the 2bl curriculum. To further support appreciation of the play, softle tarians and elements of the 2bl curriculum. To further support appreciation of the play, softle tarians and elements of the 2bl curriculum. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the play, softle tarians and elements of the 2bl curriculm. To further support appreciation of the 2bl curriculm. To further support appreciation of the 2bl	-	В	32							
discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete themed CW/TW.  10-Jun B ST2  17-Jun A 35  24-Jun B 36  1-Jul A 37  8-Jul B 38  15-Jul A 39  *22-24/7/24 INSET converted to 9 x Twilight  discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will complete a Spoken Language task. Where possible, students will complete themed CW/TW.  Learning Outcomes:  GW: Students express challenging ideas using a range of vocabulary.  EW: Including above, students engage their audience with a range of strategies.  Prior (Y8) Now (Y9) Next (Y10)  Consider literary and linguistic devices for clear, inpactful meaning.  *22-24/7/24 INSET converted to 9 x Twilight	SPRING HAL		вн)	·						
10-Jun B 35  24-Jun B 36  1-Jul <sup>6</sup> A 37  8-Jul B 38  15-Jul A 39  *22-24/7/24 INSET converted to 9 x Twilight  Learning Outcomes: GW: Students express challenging ideas using a range of vocabulary. BI: Students express challenging ideas using a sophisticated range of vocabulary. EW: Including above, students engage their audience with a range of strategies.    Now (Y9)   Next (Y10)		7 Weeks / 35 Days* discrimination (e.g. anti-Semitism). Students will complete a Spoken Language task. Where possible, students will								
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24-Jun B 36 1-Jul <sup>6</sup> A 37 8-Jul B 38 15-Jul A 39  *22-24/7/24 INSET converted to 9 x Twilight  BI: Students express challenging ideas using a sophisticated range of vocabulary.  EW: Including above, students engage their audience with a range of strategies.    Now (Y9)   Next (Y10)										
1-Jul <sup>6</sup> A 37 8-Jul B 38 15-Jul A 39 *22-24/7/24 INSET converted to 9 x Twilight  *22-24/7/24 INSET converted to 9 x Twilight  **Trickling above, students engage the datasets of the support of the students of the students of the support of the students of the support of the s				BI: Students express challenging ideas using a sophisticated range of vocabulary.						
8-Jul B 38  15-Jul A 39  *22-24/7/24 INSET converted to 9 x Twilight  Prior (Y8) Now (Y9) Next (Y10)  Apply and utilise a range of literary and linguistic devices for clear, impactful meaning.  Assess clarity and adjust expression through literary / linguistic devices.  Apply and utilise a range of literary and linguistic devices with precision.				EW: Including above, students engage their audience with a range of strategies.						
15-Jul A 39  *22-24/7/24 INSET converted to 9 x Twilight impactful meaning. linguistic devices. with precision.				Consider literary and linguistic devices for clear,	` '	1				
*22-24/7/24 INSET converted to 9 x Twilight				impactful meaning.						
				-						
				allocated Reading for Pleasure (RfD) loss:	on per fortnight – please consider this	when planning units/teaching				

- 1. 4/9/23 INSET (In School)
- 2. 5/9/23 Y7 Only

- 21/9/23 INSET (Open Evening)
   6/5/24 Bank Holiday (Spring BH Monday)
   29/3/24 Bank Holiday (Good Friday)
   5/7/24 INSET (SJBF Trust)

Year 9 Overview 2023-24 (English Literature)									
Date	Week	Assess	Units Studied & Learning Outcomes						
8 Weel	ks / 38 Days	1		1: Relationships Poetry (9 Weeks/15 L					
	A		Students will explore a collection of poetry from an anthology based on the theme of relationships. The poems						
11-Sep	В	2	incorporate a selection of poets, contexts, perspectives and additional themes. The collection includes: i wanna be						
18-Sep <sup>3</sup>	Α	3	yours – John Cooper Clarke (1982), Sonnet 130 – William Shakespeare (1600s) and Porphyria's Lover – Robert  Browning (1800s). Varied types of relationship are explored.						
25-Sep	В	4		nonship are explored.					
2-Oct	Α	5	Learning Outcomes:  GW: Students use subject terminology in analysis of the text.						
9-Oct	В	6	BI: Students use subject terminology confidently and effectively in analysis.						
16-Oct	Α	7	EW: Students use ambitious and precis	se subject terminology in analysis.	T1				
23-Oct	B R HALF TERM	8	Prior (Y8)  Show appreciation of the language particularly	Now (Y9)  Analyse the language closely using subject terminology	Next (Y10)  Evaluate the language using ambitious, precise subject				
	ks / 34 Days		symbolism and motifs, and performance poetry (oral narrative).	accurately, and analyse the purpose and reader.  Analyse the purpose and reader reaction (Inc. own),	terminology. Share summative judgements on the reader and purpose				
C NI		_	Discuss performance poetry (oral narrative) and audience / purpose.	describing effects.	from analysis.				
6-Nov	Α	9	NB: The ST1 asses	ssment will take place during Unit 2 (P	oetry: Question 2).				
13-Nov	В	10							
20-Nov	Α	11	UNIT 2: Gothic Chronicles (10 Weeks/16 Lessons*)						
27-Nov	В	12	Students will delve into the history of the gothic genre and chart its meteoric rise in popularity and its evolution over						
4-Dec	Α	13	,	the last few hundred years including its influence on other art forms (art, music and architecture). Students will look primarily at Mary Shelley's 'Frankenstein', understanding its plot, characters, themes and context. Further to this, they					
11-Dec	В	14	will explore extracts from Stoker's Dracula, Stevenson's Jekyll & Hyde, Poe's poem The Raven, and a short story by						
18-Dec	Α	15	Dickens with <i>The Signalman</i> .						
	/IAS HOLIDAY ks / 30 Days			Learning Outcomes:  GW: Students explore the contexts in which the texts were written.					
8-Jan	B	16	BI: Students explore the context difference in reception to the texts (now + then).						
15-Jan	A	ST1	<b>EW</b> : Students make <b>apt</b> , <b>precise</b> links b	etween context and textual evidence.					
22-Jan	В	ST1	Prior (Y8)  Appreciate and recognise the features of pre-1900s	Now (Y9)  Assess and comment on the features of pre-1900s prose	Next (Y10)  Distinguish between the original and contemporary				
29-Jan	Α	19	prose (myths, fables and legends).	within the text.	contexts and themes.				
					41				
5-Feb	В	20	UNIT 3: Take the Stage (10 Weeks/16 Lessons*)						
12-Feb	A RY HALF TERM	21	Students will explore a post-1914 play: An Inspector Calls (based on a fictional capitalist family caught up in a tragic death). They will learn about the social and historical contexts, uncover the plot, meet a host of intriguing characters,						
	ks / 24 Days		and analyse the key themes. They will discover how to identify key hooks and analyse extracts from the plays in order						
26-Feb	В	22	to complete a source-based question, and develop the ability to interpret quotations.						
4-Mar	Α	23	Learning Outcomes:						
11-Mar	В	24	BI: Students analyse the characters' fee	GW: Students assess the characters' feelings, motivations and interactions.  BI: Students analyse the characters' feelings, motivations and interactions.					
18-Mar	Α	25	<b>EW</b> : Students <b>evaluate</b> the characters' feelings, motivations and interactions.						
25-Mar <sup>4</sup>	В	26	Prior (Y8)  Form personal opinions on the writers' use of character	Now (Y9)  Assess confidently how writers' shape characters through	Next (Y10)  Evaluate the complexity of characters through dramatic				
	DLIDAY <mark>(Inc. B</mark> ks / 29 Days	Н)	narration. Develop understanding of the presentation of themes within texts.	performance. Analyse thematic presentation through drama in relation to genre.	performance.  Share critical and personal responses to the presentation				
15-Apr	A	27			of themes.				
22-Apr	В	28	NB: The ST2 assessment will take place during Unit 4 (Modern Drama SBQ).						
29-Apr	A	29							
6-May <sup>5</sup>	В	30	UNIT 4: The Merchant of Venice (10 Weeks/20 Lessons*)						
13-May	A	31							
20-May	В	32	Students will analyse Shakespeare's 'The Merchant of Venice', a tragi-comedy (romantic features). In studying the play, students will explore and show understanding of the plot, characters, themes and context. Students will also be						
SPRING HALF TERM (Inc. BH)			taught the approaches to the Shakespeare extract and essay questions in preparation for their Shakespeare study at						
7 Weeks / 35 Days*			GCSE including identifying and exploring key quotations, and analysing language and structure (including competent use of subject terminology).						
3-Jun	A	ST2	Learning Outcomes:						
10-Jun	В	ST2	GW: Students demonstrate grasp of Shakespeare's life and times.						
17-Jun 24-Jun	A B	35 36	BI: Students apply knowledge of Shakespearean context to the play.						
24-Jun 1-Jul <sup>6</sup>	A	35	EW: Students critique and share personal response to the play (in light of context).						
8-Jul	В	38	Appreciate the role and impact of a soliloquy in	Now (Y9)  Assess the dramatic conventions and their significance.	Next (Y10)  Share critical and personal responses to performances.				
15-Jul	A	39	performance.  Appreciate the cultural worth of Shakespeare (Lit Heritage) and context.	Assess the cultural influence of Shakespeare's works in context.	Distinguish between the original and contemporary contexts and themes.				
*22-24/7/24 INSET conve			The mage, and context.	<u>l</u>					
			allocated Reading for Pleasure (RfP) less	on per fortnight – please consider this	when planning units/teaching.				

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