

# Landau Learner Curriculum Overview

Subject: English

Director of Learning: Mrs B Wright

Year: 9

Curriculum organisation				
The majority of students are taught in mixed ability for the equivalent of five single lessons per week.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:
<ul style="list-style-type: none"> <li>Dystopian worlds: extended extracts from a range of English and American dystopian writers, including pre- and post-1914 writers</li> <li>Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Poetry of War and Conflict, ranging from Homer's Iliad to World War One poems and beyond</li> <li>Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Creative writing, using moving image as inspiration</li> <li>Literacy</li> </ul>	<ul style="list-style-type: none"> <li>20<sup>th</sup> century seminal world fiction '<i>Of Mice and Men</i>'</li> <li>Spoken Language presentation</li> </ul>	<ul style="list-style-type: none"> <li>J. B. Priestley's play '<i>An Inspector Calls</i>'</li> <li>Key themes from the play are used as stimuli for a variety of different forms of writing</li> <li>Literacy</li> </ul>
<p>*Links: <b>Prior learning KS3:</b> Exploration of a range of gothic fiction settings and Victorian settings in <i>Ruby in the Smoke</i>.</p> <p><b>National Curriculum:</b> Contemporary prose and 19<sup>th</sup> century prose. Studying setting</p> <p><b>Curriculum Intent:</b> Students explore challenging texts beyond the borders of their world and imagination, through introduction to conventions of Dystopian genre</p>	<p>*Links: <b>Prior learning KS3:</b> Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world</p> <p><b>National Curriculum:</b> Pre-1914 Poetry and contemporary poetry, recognising poetic conventions</p> <p><b>Curriculum Intent:</b> Students to have the confidence and ability to critically respond to the world through an appreciation of the Poet's use of the English language</p>	<p>*Links: <b>Prior learning KS3:</b> Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader</p> <p><b>National Curriculum:</b> Imaginative writing, drawing on knowledge of literary devices, new vocabulary and grammatical constructions from a child's reading</p> <p><b>Curriculum Intent:</b> Develop creative writing skills so that students can express their ideas in detail</p> <p>Century. Literary themes that transcend time, such as class divide and gender inequalities</p>	<p>*Links: <b>Prior learning KS3:</b> Appreciation and love of reading to gain knowledge across the curriculum</p> <p><b>National Curriculum:</b> Contemporary prose. Studying themes and context</p> <p>Studying characterisation, and its effect. Seminal world literature</p> <p><b>Curriculum Intent:</b> Read and explore beyond the borders of their world. Students can communicate effectively in a range of contexts and have a breadth of cultural knowledge. To respond critically to world as it is presented to them</p>	<p>*Links: <b>Prior learning KS3:</b> Discussing power and corruption in <i>Macbeth</i>, dramatic form with <i>Frankenstein</i></p> <p><b>National Curriculum:</b> Understanding of plays as social commentaries and how this is communicated effectively through performance, language and structure</p> <p><b>Curriculum Intent:</b> Encourages a breadth of understanding of cultural knowledge and understanding of the influences on writers in early 20<sup>th</sup></p>
Equipment needed for sessions:		What can you do to support your child?		
<ul style="list-style-type: none"> <li>English exercise book</li> <li>Current reading book, which is suitable for the reading age</li> <li>Reading Olympiad booklet</li> <li>Their English teacher will issue the set texts (e.g. copies of novel or plays) that are being used in session and collect these back at the end of each session.</li> </ul>		<ul style="list-style-type: none"> <li>Encourage your child to read widely and regularly, making use of the Reading Olympiad lists that are issued to students at the start of the academic year.</li> <li>Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them.</li> <li>Encourage them to complete the homework tasks they are set by their English teachers to a high standard, asking them to show you the finished work.</li> </ul>		
How will learning be assessed and progress measured?		Extension and enrichment activities:		

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| <ul style="list-style-type: none"><li>• Marking of written is carried out on a regular basis in line with the College policy</li><li>• End of year summative assessment.</li><li>• Regular peer and self-marking.</li></ul> | <ul style="list-style-type: none"><li>• English Club extension – every week A Tuesday</li><li>• Drama extension – every week (Run by the Performing Arts team)</li><li>• National Writing Day participation Term 5</li></ul> |
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