

Year 9 English: Literary Heritage	<b>Subject Intent</b>	Our KS3 curriculum is designed to enable all students to flourish in English lessons and beyond. The programme has been designed so that students graduate Year 9 as confident and literate readers and critical and accurate writers. Mastery Writing is designed to ensure all our students become confident with their grammatical knowledge to the point that it becomes second nature to them, standing them in excellent stead for the writing tasks at KS4. Mastery Writing is taught in tandem with Literary Heritage.
	<b>KS3 Subject Narrative</b>	We aim to build upon the foundation laid in KS2 where students should have knowledge of basic comprehension and inference skills as well as the identification of similes and metaphors. By the end of KS3, they will: know and remember more about the foundational texts in literature and social and historical context from the Literary Heritage strand. Our KS3 Curriculum, English Mastery, is unique in that it is built on four pedagogical pillars that drive student progress. Each pillar is rooted in the latest cognitive and educational research which together form our approach: knowledge-rich cumulative curriculum, dedicated teaching of grammar, explicit vocabulary instruction and assessing for Mastery.
	<b>KS4 Subject Narrative</b>	Our KS4 Curriculum continues to build on the skills from the KS3 Literary Heritage strand by the continued development of analytical skills. KS3 Literary Heritage and Mastery Writing lessons help prepare students for essay-style responses in English Language and Literature at KS4. We study both fiction and non-fiction texts including canonical literature in the form of poetry, prose and plays from a range of authors including Agard, Armitage, Blake, Browning, Dickens, Duffy, Shelley, Heaney, Hughes, Nicholls, Priestley, Shakespeare, Shelley, Wordsworth and more. Writing is taught throughout KS4.
	<b>Routine Assessment Strategies</b>	Fortnightly Quizzes to assess knowledge including contextual, vocabulary and literary knowledge. We then use 'Strength-Action-Response' reteach sheets to fill any knowledge gaps and secure comprehensive understanding for all pupils.

Year 9 English: Literary Heritage	<b>Literary Heritage</b>	<b>Autumn Term – C19 Literature Jane Eyre</b>	<b>Spring Term – Shakespeare Romeo and Juliet</b>	<b>Summer Term – Poetry Anthology</b>	<b>Summer Term 2 – Reading for Study</b>
	<b>Key Subject Knowledge:</b> Literary Heritage	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in Jane Eyre	The Prologue; foreshadowing in Romeo and Juliet; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form	Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis	Reading nineteenth, twentieth and twenty-first century non-fiction; writing a letter, article, speech, essay; purpose, audience, formality, style.
	<b>Subject Competencies</b> Vocabulary	Dependent, to oppress, juxtaposition, thesis, to humiliate, hypocrite, comeuppance	Tragic, prologue, sonnet, feud, status quo, obstacle, hyperbole, tragic flaw, exile, foreshadow, catastrophe	Extended metaphor, epic poetry, procrastinate	Holistic, bleak, corset, liberation, seize, capture, atrocious, humane, inhumane, traumatic, exonerate, advocate.
	<b>Summative Assessments (high stakes assessments which test cumulative knowledge)</b>	<ul style="list-style-type: none"> <li>KS3 Assessment with knowledge-based questions and 'Strength-Action-Response': "Explore the way Brontë presents Jane's childhood experiences."</li> </ul>	<ul style="list-style-type: none"> <li>KS3 'Strength-Action-Response' question: "Explore how Shakespeare presents Juliet as a tragic character."</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Assessment with knowledge-based questions and 'Strength-Action-Response': The 'Journeys' unseen poetry assessment.</li> </ul>	
	<b>How does this pave the way for future study?</b>	Studying 'Jane Eyre' engages students with C19 literature and key contextual knowledge they will need for further study of C19 novel, 'A Christmas Carol', at KS4 and the unseen C19 extracts. They will also develop key skills writing a balanced argument and how to critically evaluate texts. Themes studied throughout our curriculum which are revisited: poverty, power, love, inequality and gender.	Studying 'Romeo and Juliet' engages the students further with the works of Shakespeare. They will look at the conventions of Shakespearean tragedy and gender roles; exploring key themes and contextual knowledge necessary for studying 'Macbeth' at KS4. Students will also develop key analysis and evaluation skills which are essential for KS4 English. Themes studied throughout our curriculum which are revisited: morality, conflict, love and gender.	Studying the 'Poetry Anthology' prepares students with the key skills required for further poetry study at KS4. Students will further develop their analysis and comparison skills. This unit has a strong focus on comparison between two texts which is further developed in KS4. Themes studied throughout our curriculum which are revisited: morality, conflict, love, inequality, race & identity.	'Reading for Study' aids students in their development of skills necessary for the KS4 English. Students will learn how to engage critically with C19, C20 and C21 non-fiction, which is essential to help prepare students for the study of unseen extracts in KS4. They will also develop writing skills and styles for the extended writing.

