

Year 9 Programme of Study 2020-21 (including Year 10) AQA GCSE English language and literature 2023 entry

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>'Jane Eyre'</p> <p>Chapters 11 – 20</p> <p>English language Paper 1 Section A</p>	<p>'Jane Eyre'</p> <p>Chapters 21 - 38</p>	<p>'Macbeth'</p> <p>English language Paper 1 Section B</p>	<p>'Macbeth'</p>	<p>English language Paper 2 Section A and Section B</p>	<p>Poetry cover 8 poems</p> <p><i>Exposure, Bayonet Charge, War Photographer, Kamikaze, The Prelude, Storm on the Island, My Last Duchess, Poppies</i></p> <p>and unseen?</p> <p>2 – 3 lessons to prepare for spoken language assessments</p> <p>(to be done during induction week in Y11)</p>

Assessment 1 English language Paper 1 Section A	Assessment 2 Assessment 2 'Jane Eyre'	Assessment 3 English language Paper 1 Section B	Assessment 4 'Macbeth'	Assessment 5 English language Paper 2 Section A and B	Assessment 6 Poetry

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken Language Study (during induction week) 'An Inspector Calls'	Revise Lit Paper 1 and Lang Paper 2 Mocks	Revise Lit Paper 2 and Lang Paper 1 Mocks	English language (both papers)	Revision	
Assessment 1 'An Inspector Calls'	Assessment 2 – Mocks Lang Paper 2	Assessment 3 Lang Paper 1/2 Lit Paper 1/2	Assessment 4	Assessment 5	

The rationale for content choices and curriculum sequencing

Content

'Telling Tales' – the literature anthology – taught first to reintroduce Yr 9 students to the key skills of reading (for pleasure); predicting and discussing ideas; retrieval of information and analysis of writer's techniques with an introduction to how writers structure their narratives using a set of narratives which could be described as challenging and relevant. The focus on skills allows teachers to identify and address gaps in learning as a result of lockdown.

- A range of fiction texts from a number of different time periods and contexts chosen to stimulate, inspire and challenge students of all abilities
- All classes study three core stories and associated non-fiction text. Staff can choose the other stories for their class and differentiate according to the needs of individual groups and adapt the resources to develop students' reading skills, such as writing accurately and analytically and using correct terminology
- The core stories allow opportunities to discuss issues such as race, immigration, identity, culture and family as a way of helping students develop a critical understanding of the world and cultural environment in which they live;
- The texts' concise form and structure is also used as a baseline for developing students' writing skills
- The short stories are accompanied by a number of non-fiction texts designed to develop or link to the themes already explored

Poetry – Power and Conflict cluster

- Students are exposed to a range of different forms of poetry in preparation for KS4 curriculum
- The poems come from a spectrum of time periods / backgrounds but are linked by a common theme, thus encouraging students to compare viewpoints and methods used
- There are many opportunities for discussion about challenging topics such as the effects of war, identity and inner conflict.

'Jane Eyre'

- Studying one of the seminal texts of Victorian English literature fosters the development of the students' love for reading and appreciation of the writer's craft
- It promotes the appreciation of the depth and power of the English literary heritage
- Prior to reading the text, students are introduced to contextual information, helping them to understand the mind-set of the Victorian audience, especially with regards to religion, education, position of women, marriage and class divisions

English Language Paper 2

- Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, style and literary quality; comparing two texts critically with respect to the above
- Developing skills of inference, analysis and evaluation
- Discussing and maintaining a point of view when practising writing skills

Sequencing

- beginning Autumn 1 term with short stories gives students a chance to practise their literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions to build upon their literature studies of Yr 7/8, address gaps in learning, and also to allow for language PPr 1 skills (Sec A) to be subtly introduced.
- exploring a number of short stories in a sequence, before moving to a more demanding text of 'Jane Eyre' later on in the year, gradually enables students to become more independent and confident readers and learners. Stories are engaging and some link to themes of power and conflict e.g. 'Invisible Mass of the Bac Row' lends itself to then teach 'Checking Out Me History' from the poetry anthology.
- moving to poetry in Spring 1 enables the students to apply their analytical skills to different, more concise and therefore often more challenging types of text. There is a lot of content to cover in 18 months of KS4 so it was felt possible, useful and appropriate to teach a small number of poems in Yr 9 from the lit anthology – about 5 of 15 poems from 1 section of 2 exam papers i.e. about 1/3 of 1/3 of an exam paper. Assessment in Spring asks students have revised poems from earlier in the year, introducing them to the idea that in English there is content that has to be retained and revisited.
- a focus on English Language Paper 2 and non-fiction texts in Autumn 2 gives students a chance to re-visit previously studied text types and practise / hone a number of skills without the risk of forgetting them.
- teaching the first ten chapters of 'Jane Eyre' in the summer term of Year 9 allows for a more 'gentle' introduction to what is, in essence, a lengthy Victorian text, demanding in terms of vocabulary, sentence structures, themes and ideas; further teaching of the novel takes place in the first term of Year 10, when the students are more mature and ready for the demands of the GCSE specification. Context is introduced and builds upon knowledge of Victorian society from Yr 7/8 study. Hopefully students may read the text over the holidays if interest is piqued at the end of Yr 9.

Assessments may/will move due to the current situation and the lack of library facilities. For each KS3 year group, the library is unavailable and so 'reading' lessons have been introduced. Instead of asking students to read for the whole period, as would be facilitated by being in the library environment, (changing books, perusing books, taking AR quizzes etc), students are given a class reader and staff will read with, and to, them for some part (possibly all) of that lesson, leaving some time for them to read their own book (or indeed the class reader).

