

Curriculum Summary Document

Year 9 – English

Whose Voice is Heard? Exploring Power, Expression and Representation

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for transition into Key Stage 4?	Links to other Subjects
Short Stories	Autumn Term (First Half)	<p>Students explore a diverse anthology of short stories, examining how writers craft narrative voice, perspective and theme.</p> <p>They study how structure, juxtaposition and symbolism develop meaning across contrasting texts.</p> <p>Students write their own short narrative, applying techniques such as controlled pacing and imagery.</p>	<p>Introduces students to writer's method, interpretation and developing a clear line of argument.</p> <p>Builds annotation habits and paragraph structures required for GCSE Literature essays.</p> <p>Develops the ability to zoom in on language and explain effect, preparing for Language Paper 1.</p>	<p>Oracy: Paired storytelling, reading aloud and discussion of narrative interpretations.</p> <p>PSHE: Identity, culture and empathy through diverse voices.</p> <p>Art: Exploring mood and tone visually.</p>
Animal Farm	Autumn Term (Second Half)	<p>Students study Orwell's allegory, exploring how character, setting and structure represent power systems.</p> <p>They analyse how the novella critiques authoritarian leadership and inequality.</p> <p>Students practise analytical paragraph writing, focusing on evidence selection and explanation.</p>	<p>Develops confidence with whole-text study, preparing students for GCSE set texts.</p> <p>Strengthens understanding of context, theme and authorial intention for Literature essays.</p> <p>Reinforces precise evidence use and method-based analysis required at KS4.</p>	<p>Oracy: Debate on power, leadership and moral responsibility.</p> <p>History: Russian Revolution and totalitarian regimes.</p> <p>Citizenship: Political systems and social justice.</p>
Protest Poetry	Spring Term (First Half)	<p>Students read poems responding to conflict, injustice and social change.</p> <p>They examine how imagery, tone and structure convey message and emotional impact.</p> <p>Students write their own protest poems to express personal or societal concerns.</p>	<p>Establishes routines for analysing and comparing poems, preparing students for the Power and Conflict cluster.</p> <p>Develops confidence discussing tone, imagery and structure at GCSE depth.</p> <p>Introduces conceptual thinking about perspective and message for high-level responses.</p>	<p>Oracy: Spoken performance and reflective discussion.</p> <p>Music: Rhythm and cadence in language delivery.</p> <p>PSHE: Social responsibility and activism.</p>
Romeo and Juliet	Spring Term	Students study character development, conflict and familial	Builds familiarity with Shakespearean language	Oracy: Performance,

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	(Second Half)	<p>influence in Shakespeare's tragedy.</p> <p>They explore themes such as masculinity, honour, love and fate in Elizabethan context.</p> <p>Students write analytical responses and perform extracts to explore emotional tone and interpretation.</p>	<p>and dramatic structure to ease transition to KS4 texts.</p> <p>Strengthens skills in linking characterisation, conflict and context in analytical writing.</p> <p>Reinforces structured, developed paragraphs suitable for Literature essay formats.</p>	<p>rehearsal and character interpretation.</p> <p>Drama: Staging, tone and audience impact.</p> <p>History: Elizabethan society and values.</p>
Nonfiction: Writers' Viewpoint	Summer Term (First Half)	<p>Students analyse speeches and persuasive texts to understand how rhetoric influences audiences.</p> <p>They learn how language choices build authority, emotion and credibility.</p> <p>Students write and deliver their own speeches for real audience impact.</p>	<p>Prepares students for Language Paper 2 through focused analysis of how writers shape viewpoint.</p> <p>Develops rhetorical writing abilities needed to construct persuasive, concept-driven arguments.</p> <p>Introduces evaluative vocabulary used in higher-level commentary at GCSE.</p>	<p>Oracy: Purposeful spoken language delivery and audience engagement.</p> <p>Citizenship: Influence, democracy and representation.</p> <p>PSHE: Confidence and self-advocacy.</p>
Spoken Language	Summer Term (Second Half)	<p>Students apply rhetorical techniques to craft and refine individual presentations.</p> <p>They focus on clarity, tone, stance and audience awareness in spoken delivery.</p> <p>Students evaluate their own spoken performance and respond to feedback for improvement.</p>	<p>Builds confident verbal reasoning which supports essay planning and the Spoken Language NEA at KS4.</p> <p>Strengthens awareness of tone, audience and purpose which transfers to written argument tasks.</p> <p>Encourages reflective communication skills essential for classroom discussion and exam preparation.</p>	<p>Oracy: Presentation, feedback and discussion.</p> <p>Drama: Voice projection and posture.</p> <p>PSHE: Personal confidence and self-expression.</p>