



THE Lodge AP

— At Sandbach House —

Year 9 English Curriculum Sequence

Intent

The intent of this Year 9 English scheme of work is to build students' confidence and secure essential knowledge and skills, recognising that students arrive with a wide range of prior experiences and attainment. The curriculum is designed to provide a supportive and inclusive foundation, enabling all students to develop competence, resilience, and independence in reading, writing, and communication.

A unifying focus on human voices and experiences has been carefully selected to provide coherence across the curriculum while broadening students' exposure to a diverse range of perspectives, contexts and cultures. This supports students in developing empathy, cultural awareness, and critical understanding, enabling them to engage thoughtfully with the world around them. By exploring how different voices are represented across texts, students also deepen their ability to interpret meaning, question viewpoints and form their own informed responses.

The scheme places a strong emphasis on developing literacy skills across reading, writing, speaking and listening. Through structured opportunities for discussion, analysis and extended writing, students learn to express their ideas clearly, interpret texts with increasing confidence, and communicate effectively for a range of purposes and audiences.

Year 9 English Curriculum Sequence

Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Macbeth by William Shakespeare		Dystopian Worlds		Poetry	Non-Fiction Narratives: Exploring Real-World Issues / The Power of Words in the Real World
<p>Intent: Our Shakespeare curriculum is designed to develop literary analysis by equipping students with the skills to deconstruct language, explore character, and examine key themes.</p> <p>By integrating non-fiction writing into Macbeth, we aim to enhance comprehension through informative articles on key plot points, written reviews, as well as persuasive/opinion pieces expressing critical viewpoints.</p> <p>Studying Macbeth also offers personal, social and cultural benefits for our students. On a personal level, they can explore feelings, choices and consequences, helping them to better understand themselves and their emotions. Socially, the play encourages discussion, as students consider different perspectives and relationships between characters. Culturally, engaging with Shakespeare introduces students to a key part of British literary heritage, helping them to build confidence with classic texts and feel included in wider cultural conversations.</p>		<p>Intent: Through the study of classic and contemporary dystopian texts, students develop reading comprehension by analysing narrative structure, themes, context, genre conventions, and authorial technique, with a strong emphasis on evaluation and critical judgement of writers' choices.</p> <p>Drawing on students' existing knowledge and interest in dystopian narratives from television, film, literature, and games, the unit examines how established dystopian conventions shape fictional worlds and convey powerful messages. These conventions are explored in relation to contemporary real-world issues, deepening conceptual understanding and supporting confident, informed responses in both spoken and written forms.</p> <p>The scheme also offers opportunities for creative application, enabling students to apply their understanding of dystopian conventions in their own writing and demonstrate purposeful, deliberate authorial decision-making.</p>		<p>Intent: This scheme of work introduces students to poetry as a meaningful and accessible way of engaging with a wide range of human voices and experiences. It begins with short, high-impact poems that are emotionally resonant and engaging, helping students to build confidence in reading, listening to, and responding to poetry without feeling overwhelmed.</p> <p>The selected poems explore the breadth of human experience, including themes such as identity, loneliness, achievement, hardship, and resilience. Careful attention is given to including a diverse range of voices, with poems drawn from different cultures, backgrounds, and perspectives, enabling students to encounter experiences both familiar and unfamiliar.</p>	<p>Intent: This scheme engages learners with non-fiction texts exploring real-world issues, building on analytical skills developed through <i>Macbeth</i>. Students study a range of texts—including personal narratives, letters, speeches, and articles—developing their ability to read critically, analyse viewpoint and purpose, and understand how language conveys identity, values, and emotion.</p> <p>Messages That Matter explores significant letters and develops writing skills across both traditional and modern forms, including email, blogs, and social media. Say It Like You Mean It develops students' speaking, listening, and communication skills through speech writing and delivery. Behind the Headlines focuses on news articles, helping students identify bias and understand how information is presented.</p>
<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can explain what life was like in Shakespeare's time. I can describe beliefs about kings, witches, and fate. I can summarise the story in my own words. I can put events from the play in the correct order. I can describe the main characters and what they are like. I can explain how a character changes during the play. I can use quotations to show what a character is thinking or feeling. I can identify the main themes in <i>Macbeth</i> (like ambition, guilt, and power). I can explain what a quotation means in my own words. I can analyse the key words in a quotation and why they are important. I can connect historical context to the play's events and characters. I can write articles, opinion pieces, or speeches about the play. I can write for different audiences and purposes. I can structure my writing clearly with an introduction, main points, and conclusion. I can use persuasive or formal language to make my points 		<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can identify key conventions within the genre I can read and understand a range of dystopian extracts and short stories I can share my ideas clearly in discussions and listen to others and respond thoughtfully. I can use evidence from a text to support my ideas. I can identify language techniques used by a writer I can explore different interpretations of a text I can write clearly about a dystopian text using evidence and explanation I can compare dystopian texts with real world issues I can give my opinion about a text and explain my reasoning clearly. I can recognise how dystopian texts have changed over time. I can create my own dystopian setting & character description using key conventions. 		<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can listen and read a poem with confidence. I can talk about what a poem is about & explain any thoughts / feelings I may have. I can relate ideas in poems to real-life experiences (my own or others) I can identify different types of poems. I can explain how a poem is structured and presented. I can pick out words, phrases & poetic devices that create an effect I can create my own poem inspired by a theme or idea. I can make connections between poems I have studied. I can speak clearly and respond to other people's interpretations. 	<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of this unit.</p> <ul style="list-style-type: none"> I can identify the purpose of texts and speeches I can identify features of formal letters I can use a polite, professional tone in emails I can write blogs with supported opinions I can write short, impactful social media posts I can use persuasive language I can explain differences between letters, emails, blogs, and social media I can review and improve my writing I can explain how language creates impact in speeches I can speak clearly and confidently I can explain bias I can write clear, factual news reports I can write appropriate headlines I can evaluate source reliability
<p>Feeds from: We recognise that students come to us with varying educational experiences. At the start of year 9, we dedicate time to establishing a baseline for each student and implementing the necessary interventions and support.</p> <p>Feeds into: These schemes of learning are carefully sequenced to build key reading, writing, and analytical skills across a range of texts and forms. From poetry and dystopian fiction to non-fiction students develop confidence in interpreting ideas, analysing language, and expressing their own viewpoints in both written and spoken forms. Together, they provide a broad and engaging foundation that prepares students for Year 10, where learning becomes more focused and purposeful. At this stage, students follow one of two pathways—GCSE or Functional Skills—allowing them to apply and develop their skills in a way that best supports their progress, future study, and real-world communication.</p>					

