Year 9	**Subject: English**	**Exam Specification AQA**			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Othello	The Dystopian World	A Sound of Thunder and Short Story Writing	Nature Poetry	The Nineteenth Century	The Spoken Word
Unit Length	7 Weeks	7 Weeks	6 Weeks	5 Weeks	8 Weeks	5 Weeks
Knowledge/ Skills	Key Knowledge • Plot, characterisation and Shakespearean tragedy. • Jealousy, manipulation, prejudice, trust and destructive power. • Soliloquy, dramatic irony, imagery and relevant early modern contexts. Key Skills • Develop a sustained analytical argument; select precise evidence and examine dramatic choices. • Connect extract and whole play; explore interpretations and relevant context.	Key Knowledge • Dystopian conventions, imagined societies, surveillance, conflict and control. • Narrative viewpoint, setting, character, language and structural choices. Key Skills • Infer implicit ideas, analyse language and whole-extract structure, and evaluate a statement using evidence. • Explain how writers shape readers' responses.	Key Knowledge • Bradbury's narrative methods, cause and consequence, foreshadowing and endings. • Viewpoint, descriptive detail, chronology and narrative coherence. Key Skills • Transfer reading insights into an original short story. • Craft vocabulary, imagery, paragraphs and structure; control sentences, punctuation and spelling. • Plan, draft, revise and proofread.	Key Knowledge • Representations of nature, speaker, tone and perspective. • Poetic language, form and structure; relevant contexts of the selected poems. Key Skills • Develop a comparative argument with precise evidence from both poems. • Analyse methods and contextual links; transfer independent interpretation to an unseen poem.	Key Knowledge • Nineteenth-century texts, contexts and viewpoints. • Literary and non-fiction forms, social attitudes, audience, purpose and register. Key Skills • Interpret challenging prose; distinguish explicit information from inference. • Compare non-fiction ideas and perspectives, analyse language and evaluate fictional extracts using the appropriate reading approach.	Key Knowledge • Rhetoric, argument, counterargument, audience, purpose and form. • Standard English, register, voice, tone, gesture and presentation structure. Key Skills • Write a sustained viewpoint with coherent development and accurate expression. • Rehearse and deliver a speech, listen actively and respond thoughtfully to questions.
Prior Learning/ End Point	Build on Year 7 Shakespeare and Year 8 drama. **End point**: an independent literature essay sustaining an interpretation of character or theme through precise evidence and methods.	Build on Year 8 mystery conventions and interpretations of power in drama. **End point**: independent language, structure and evaluation responses to an unfamiliar dystopian extract.	Build on Year 7 Gothic and Year 8 mystery writing. Use Bradbury's choices as a reading-to-writing bridge. **End point**: a coherent original short story with a purposeful ending and revised technical accuracy.	Build on Year 8 conflict-poetry comparison. **End point**: an integrated comparison of two nature poems and an independent reading of a short unseen poem.	Revisit Victorian context from Sherlock Holmes and comparative reading from Year 8 non-fiction. **End point**: supported interpretation of nineteenth-century prose and comparison with a contrasting non-fiction text.	Build on Year 8 viewpoint writing and presentation. **End point**: a convincing written argument and individual speech with clear delivery and considered responses to questions.
Assessment Objectives	**Literature AO1**: sustained response and precise references. **AO2**: language, form and structure. **AO3**: relevant contextual interpretation. Use Y9 Lit I Can, progressing towards thoughtful and critical exploration.	Language AO1 for inference; AO2 for language and structure; AO4 for critical evaluation. Use LP1 Q2, Q3 and Q4 I Can grids for the corresponding reading tasks.	**Language AO5**: content, audience, purpose, style and organisation. **AO6**: vocabulary, sentences, grammar, spelling and punctuation. Use LP1 Q5 I Can; distinguish narrative craft from technical accuracy.	Literature AO1, AO2 and relevant AO3 for studied comparison. Use Y9 Lit Poetry Comparison I Can. For unseen response use AO1 and AO2 only, with Y9 Lit Unseen descriptors.	Literature AO1, AO2 and relevant AO3 for literary extracts. Language AO1, AO2 and AO3 for paired non-fiction. Use Y9 Lit plus LP2 Q2, Q3 and Q4 I Can for the appropriate tasks.	**Language AO5 and AO6**: use LP2 Q5 I Can for viewpoint writing. **Spoken language**: presenting ideas, listening and responding, and appropriate Standard English. Assess speaking separately from written AO5 and AO6.
Adapted Resources Challenge and Scaffolds	Clarify syntax, plot and vocabulary through reading aloud and chunked scenes. Model ADE quotation annotation, then the school's seven-step analytical paragraph. Reduce prompts; extend through alternative supported interpretations.	Pre-teach genre and political vocabulary. Check literal understanding before inference. Model language, structure and evaluation as distinct tasks; extend through subtle implications and competing interpretations.	Model a manageable plot and a short, crafted passage through I do We do You do. Rehearse orally; provide planning and editing prompts. Remove scaffolds as control improves; extend through deliberate structural choices.	Gloss unfamiliar vocabulary and establish literal meaning. Use paired rehearsal and a comparison organiser, then independent writing. Extend through nuances in voice, form and perspective without forcing contextual links.	Use glossaries, fluent reading and chunked passages while retaining challenging ideas. Model inference and paired evidence selection. Reduce prompts; extend through changing attitudes across periods and forms.	Model argument structure and form; provide vocabulary and rehearsal prompts. Make individual adjustments for presentation needs. Extend through counterargument, controlled register and spontaneous responses.

NC/Spec Coverage	**Reading**: Shakespeare, critical interpretation and effects of dramatic methods. **Spoken English**: rehearsing scripts and comparing performance interpretations. **Writing**: sustained literary analysis.	**Reading**: challenging fiction, inference, evidence, narrative methods and critical comparisons. **Writing**: organised analytical responses. **Grammar and vocabulary**: explain how choices shape meaning.	**Reading**: a complete short story and its methods. **Writing**: imaginative narrative, audience and purpose, planning, drafting, editing and proofreading. Apply grammatical and vocabulary knowledge.	**Reading**: poetic conventions, language, form, structure and comparisons. **Writing**: coherent comparative essays. **Spoken English**: perform poems to explore voice and meaning.	**Reading**: pre-1914 prose and challenging non-fiction; context, inference, comparison and evidence. **Writing**: organised notes and analytical responses. **Vocabulary**: unfamiliar syntax and word meanings.	**Writing**: arguments and scripts adapted to audience and purpose. **Spoken English**: formal presentations, structured discussion, building on contributions and appropriate Standard English.
Cross-Curricular Links	**Drama:** performance choices. **History and RE:** context, prejudice and moral responsibility.	**Citizenship and History:** power, rights and social control. **Media:** propaganda.	**Science:** ecosystems and causation. **History:** imagined futures and consequences.	**Geography and Science:** landscapes and environment. **Art and Music:** imagery and rhythm.	**History:** nineteenth-century society. **Citizenship:** social reform and inequality.	**Citizenship:** public debate. **Drama:** voice and delivery. **Media:** persuasive communication.
Assessments	Literature essay on Othello, marked with Y9 Lit I Can. Check plot, evidence and interpretation first. After feedback, apply the main target to a fresh extract or paragraph.	Fiction reading assessment using LP1 Q2 language, Q3 structure and Q4 evaluation criteria. Teach explicit retrieval alongside these skills. Reteach the weakest skill before a new short extract.	Original short story assessed with LP1 Q5 I Can: AO5 /24 and AO6 /16. Check planning and a short draft first. Green-pen revision should improve both a crafted choice and a recurring accuracy error.	Nature-poetry comparison using the comparison grid /30. Add an independent unseen-poetry response using AO1 and AO2 descriptors. Confirm the unseen total before marking because its heading and bands disagree.	Literary extract response using Y9 Lit criteria; paired non-fiction tasks using LP2 Q2 /8, Q3 /12 and Q4 /16. Use age-appropriate passages. Check each reading skill separately before reassessment.	Viewpoint writing using LP2 Q5: AO5 /24 and AO6 /16. Individual speech with questions. Assess clarity, organisation, audience awareness, delivery, listening and responses against shared spoken criteria.
Catholic School/ British Values	• Human dignity, justice and compassion. • Examine prejudice and manipulation critically; discuss trust, responsibility and respectful relationships.	• Individual liberty, democracy and the rule of law. • Consider the abuse of power, freedom and resistance in imagined societies.	• Stewardship, responsibility and consequences. • Consider how individual choices may affect others and the environment.	• Care for creation, gratitude and stewardship. • Respect diverse responses to nature and human responsibility.	• Human dignity, justice and compassion. • Explore inequality and changing attitudes without assuming all writers share one viewpoint.	• Truthfulness, democratic participation and mutual respect. • Support views with evidence and listen fairly to disagreement.
Cultural Capital Building new horizons	• Compare selected Othello performances and their interpretations. • **Possible enrichment**: theatre visit or Shakespeare workshop.	• Encounter contrasting dystopian voices and discuss connections to social concerns. • **Possible enrichment**: author talk or literary discussion.	• Read speculative fiction and explore the short-story tradition. • **Possible enrichment**: writing workshop.	• Explore poets' different relationships with landscape and nature. • **Possible enrichment**: poetry reading or local landscape writing.	• Explore literary and historical sources representing nineteenth-century experience. • **Possible enrichment**: museum, archive or Victorian literature workshop.	• Hear speeches from varied periods and communities. • **Possible enrichment**: debate, visiting speaker or public speaking event.
Career Links	Playwright, actor, director, dramaturg and literary researcher.	Author, journalist, political researcher and media analyst.	Author, editor, screenwriter and publishing.	Poet, editor, environmental communicator and arts programming.	Historian, archivist, author, journalist and heritage work.	Journalism, communications, advocacy, law and public speaking.
Literacy/ Numeracy Links	• Teach tragic and dramatic vocabulary, analytical verbs and thesis development. • Practise accurate quotation embedding. • Track scene sequence and character change.	• Teach inference, evaluative language and structural vocabulary. • Distinguish summary from analysis. • Use line references accurately and sequence textual evidence.	• Practise sentence boundaries, agreement, punctuation and ambitious spelling. • Control tense, paragraphs and cohesion. • Plan chronology and check causal consistency.	• Teach comparative connectives and precise poetic terminology. • Embed quotations accurately; use line and stanza references and explore rhythm where relevant.	• Teach etymology, unfamiliar syntax, summarising and comparison. • Interpret dates and numerical claims in context; distinguish evidence from assertion.	• Practise register, rhetorical control and proofreading. • Use numerical evidence responsibly; plan presentation length and pace.