

## Oasis Academy Lister Park English Curriculum: Long Term Plan

### Year 9: Fighting against the foundations- seeing the flaws of and protesting against the rules, stories and patterns forged over time

Core narrative of the year: *Fighting against the foundations – protesting against the rules, stories and patterns that have been forged over time and seeing their flaws*

Core concepts: *Through the study of texts, students consider: What are the consequences of injustice? How can we speak out against injustice? How can stories break rules?*

Year 9	Autumn	Spring	Summer
Core Narrative: Fighting against the foundations- seeing the flaws of and protesting against the rules, stories and patterns forged over time.			
Title	What are the consequences of injustice?	How can we speak out against injustice?	How can stories break rules?
Text/s studied	<ul style="list-style-type: none"> <li>Shakespeare's <i>Othello</i></li> </ul>	<ul style="list-style-type: none"> <li>Poems from <i>The Harlem Renaissance</i></li> </ul>	<ul style="list-style-type: none"> <li>Gothic fiction</li> </ul>
Writing Curriculum covered	<i>Interleaving of Yr 7/8 writing curriculum</i> Expressing duality using correlative conjunctions: <i>Both... and...</i> <i>Neither... nor...</i> <i>Not only... but also...</i>	<i>Interleaving of Yr 7/8 writing curriculum and Autumn Term Yr 9 writing curriculum</i> Text as a construct: <i>Year 8 + writer aims to subvert / reinforce / satirise / mock</i> Comparison: <i>Whereas... is..., ... is ...</i> <i>Whilst... is..., ... is ...</i> <i>Contrastingly,... Similarly,... However,...</i>	<i>Interleaving of Yr 7/8 writing curriculum and Autumn/ Spring Term Yr 9 writing curriculum</i> Grammar review: <i>The comma</i> Semi-colons: <i>For joining main clauses, for listing long items</i> Colons: <i>For isolation of a word/idea, introducing a list</i>
Literary devices	Juxtaposition	Symbolism and allusion	<i>Interleaving of all literary devices from KS3</i>
Core Versatile Vocabulary Pairs	<ol style="list-style-type: none"> <li>Duplicious / credulous</li> <li>Malevolent / benevolent</li> <li>Impervious to / affected by</li> <li>Dehumanise / defer to</li> <li>Stabilise / destabilise</li> </ol>	<ol style="list-style-type: none"> <li>Mobilise / yield to</li> <li>Disruption / stagnation</li> <li>Autonomy / subjugation</li> <li>Panacea / exacerbation</li> <li>Limitless / limited</li> </ol>	<ol style="list-style-type: none"> <li>Repress / express</li> <li>Infantilised / precocious</li> <li>Empathetic / apathetic</li> <li>Profane / pious</li> <li>Ambiguous / unambiguous</li> </ol>
Creative / non-fiction writing formats covered	Monologue Script writing	Poetry writing Speech writing	<i>Interleaving of all writing forms from Autumn and Spring Terms</i>
Assessment foci	<b>Reading</b> application of content and grammar <b>Writing:</b> Write a monologue	<b>Reading</b> application of content and grammar <b>Writing:</b> Write a speech	<b>OCL English Year 9 final assessment</b>

