

Westfield Academy - Curriculum Information

In year 9 English, students get to examine a range of texts and text types. The year begins by looking at a novel in the form of evocative vignettes and offers students an insight into a coming-of-age protagonist's grapple to understand her own identity and how she might feel a sense of belonging. Afterwards students interrogate extracts pertaining to the concepts of adventure, mystery and villainy to give them a firm foundation for their GCSEs in English which require them to be able to offer insights on different character types and how these tend to evolve across different epochs. For GCSE students examine 'Relationships' poetry so in year 9 we examine poetry with a very different theme, 'Conflict', to establish knowledge around how the same poetic devices are manipulated by skilful writers to evoke different thematic effects. As the English Language GCSE has a nonfiction component, in year 9 we have a unit on nonfiction writing for life beyond school; as the title indicates, this unit has a focus on relevant writing skills such as speeches, personal statements, cover letters and so on. Students then go on to study a Shakespearean History that links into the rhetoric skills studied in the previous unit. They will build on and develop their understanding of Shakespearean conventions ready for GCSE. The end of year 9 returns to the theme of non-fiction but focusing on debate skills, which will be essential for completing their Spoken Language Endorsement in year 10.

English

Head of Department	N Cowell	
Head of Department email	nmc@westfield.academy	
Lessons per 2 week cycle	7 across 2 weeks	
Specification/Board details/Key stage	Key stage 3 Exam board at key stage 4 is Pearson Edexcel.	

Term by term

Autumn 1	Autumn 2	Spring 1
The House on Mango Street	Adventure, Mystery and Villainy	Conflict cluster poetry
Spring 2	Summer 1	Summer 2
Nonfiction writing for life beyond school	Macbeth by William Shakespeare	
Key Skills developed	The year 9 curriculum equips students with the ability to pay attention to a writer's significant ideas, with what a text	

	<p>'means' and how that meaning is generated. The texts on the year 9 curriculum are more complex and more nuanced, and therefore more challenging. This helps to ensure students are prepared for their year 11 English Language paper which requires them to be able to interpret a 19th century text in timed conditions. As in the other years in the English curriculum, there is an effort to achieve some balance between reading and writing skills. The nonfiction unit helps, as the title suggests, to prepare students with skills for beyond school: debating, turn-taking, writing cover letters and personal statements and speeches, articles and reviews and so on.</p>																		
Useful Websites	<p>BBC Bitesize YouTube Physics and Maths Tutor Sparknotes Cliff Notes Royal Shakespeare Company</p>																		
Reading/Literacy requirements /Key Words	<table> <tr> <th>Key Word</th><th>Definition</th></tr> <tr> <td>Vignette</td><td>A brief evocative description, account, or episode that captures a moment in time. It focuses on vivid imagery and meaning rather than plot. They can be thought of as poetic slices of life.</td></tr> <tr> <td>Multidimensional</td><td>Having many aspects or facets.</td></tr> <tr> <td>Nuanced</td><td>Characterised by subtle shades of meaning or expression</td></tr> <tr> <td>Stream of consciousness</td><td>A person's thoughts and conscious reactions to events, perceived as a continuous flow.</td></tr> <tr> <td>Epigraph</td><td>A short quotation or saying at the beginning of a book or chapter, intended to suggest its theme</td></tr> <tr> <td>Marginalise</td><td>Treating (a person, group, or concept) as insignificant or peripheral.</td></tr> <tr> <td>Moralistic</td><td>Overfond of making moral judgements about others' behaviour; too ready to moralise.</td></tr> <tr> <td>Warfare</td><td>Engagement in or the activities involved in war or conflict.</td></tr> </table>	Key Word	Definition	Vignette	A brief evocative description, account, or episode that captures a moment in time. It focuses on vivid imagery and meaning rather than plot. They can be thought of as poetic slices of life.	Multidimensional	Having many aspects or facets.	Nuanced	Characterised by subtle shades of meaning or expression	Stream of consciousness	A person's thoughts and conscious reactions to events, perceived as a continuous flow.	Epigraph	A short quotation or saying at the beginning of a book or chapter, intended to suggest its theme	Marginalise	Treating (a person, group, or concept) as insignificant or peripheral.	Moralistic	Overfond of making moral judgements about others' behaviour; too ready to moralise.	Warfare	Engagement in or the activities involved in war or conflict.
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	Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.
	Hubris	Excessive pride or self-confidence.
Homework requirements	Students will be set homework via Google Classroom amounting to 30 minutes per week.	
Personal Development Links	Students will have a range of personal development opportunities throughout this course. For example, 'The House on Mango Street' acts as a vehicle for conversations around the immigrant experience, belonging, identity, relationships, growing up and gender roles. The conflict poetry allows students to debate pro-war versus anti-war stances and the nonfiction writing unit allows students to think more broadly about how the writing skills they develop in English are an essential everyday tool for success. Julius Caesar offers a springboard for discussing politics and the art of rhetoric.	
Trips/Visits (If applicable)	In the past we have been able to arrange theatre trips to see Julius Caesar or to invite performing troupes to come and perform the play on site. Where possible we look for similar opportunities.	