

Barnsley Academy – Year 9 English Curriculum Overview 2024-25

Autumn Term			Spring Term			Summer Term		
	Class Focus	Terminology		Class Focus	Terminology		Class Focus	Terminology
Week 1	<b>The Crucible:</b> How does Miller characterise Reverend Parris/Abigail in the opening of the play?	Core Knowledge – Key Vocabulary ( <i>characterisation, Puritan, theocracy allegory, persecution</i> )	Week 1	<b>Mid-year assessment revision: Questions to cover:</b> 1. How does Plath convey her message in ‘Mushrooms’? 2. How does Walcott convey his message in ‘Love After Love’? 3. How does Bhatt convey her message in ‘Search for my Tongue’? 4. How does Auden convey his message?	Core Knowledge – Key Vocabulary ( <i>Overall Impression, Inference, Evidence, Analysis</i> )	Week 1	<b>Relationships and identity Anthology – Short Stories:</b> How does Desai present childhood in Games at Twilight? (Raghu/masculinity/hierarchy)	Core Knowledge – Key Vocabulary ( <i>coming of age, masculinity, hierarchy, homogenous, omniscient</i> )
Week 2	<b>The Crucible:</b> How does Miller characterise Reverend Parris in the opening of the play?	Core Knowledge – Key Vocabulary ( <i>characterisation, Puritan, theocracy allegory, persecution</i> )	Week 2	<b>Essay - Relationships and Identity:</b> How does Adichie convey their perspective? How does Adichie present their perspective on gender expectations?	Core Knowledge – Key Vocabulary ( <i>reductive, feminist, gender, patriarchy, discrimination, socialisation, internalize, anecdote, parallelism, rhetorical question</i> )	Week 2	<b>Relationships and identity Anthology – Short Stories:</b> How does Desai present childhood in Games at Twilight? (Raghu/masculinity/hierarchy)	Core Knowledge – Key Vocabulary ( <i>coming of age, masculinity, hierarchy, homogenous, omniscient</i> )
Week 3	<b>The Crucible:</b> How does Miller characterise Abigail in the opening of the play?	Core Knowledge – Key Vocabulary ( <i>characterisation, Puritan, theocracy allegory, persecution</i> )	Week 3	<b>Essay - Relationships and Identity:</b> How does Adichie present their perspective on privilege?	Core Knowledge – Key Vocabulary ( <i>gender, socialisation, patriarchy, privilege, anecdote, anaphora, parallelism, rhetorical question</i> )	Week 3	<b>Relationships and identity Anthology – Short Stories:</b> How does Brahmachari present ideas about identity?	Core Knowledge – Key Vocabulary (liberty, unpalatable, refugee, identity, empathy, symbolism)
Week 4	<b>The Crucible:</b> How does Miller characterise John Proctor in the opening of the play?	Core Knowledge – Key Vocabulary ( <i>characterisation, antagonist, exposition</i> )	Week 4	<b>Essay - Relationships and Identity:</b> How does Kilgore present his perspective on gender expectations?	Core Knowledge – Key Vocabulary ( <i>stigma, objective, subjective, bias, indigenous, emotive language</i> )	Week 4	<b>Relationships and identity Anthology – Short Stories:</b> How does Brahmachari present Amir in the story?	Core Knowledge – Key Vocabulary (liberty, unpalatable, refugee, identity, empathy, symbolism)
Week 5	<b>The Crucible:</b> How does Miller depict the theme of the individual vs. society in Act Two of ‘The Crucible’?	Core Knowledge – Key Vocabulary ( <i>stage directions, symbolism, theme, protagonist, minor character, allegory, social commentary, communism, witch hunt, hysteria, theocracy, integrity</i> )	Week 5	<b>Non-fiction Writing:</b> Sentence Openers	Core Knowledge – Key Vocabulary ( <i>adjective, adverb, preposition</i> )	Week 5	<b>Relationships and identity Anthology – Short Stories:</b> How does Atta present ideas about gender? <b>Challenge:</b> What ideas are explored in ‘Time Capsule found on the Dead Planet’?	Core Knowledge – Key Vocabulary (masculinity, first person present tense)
Week 6	<b>The Crucible:</b> How does Miller depict the theme of justice in Act III?	Core Knowledge – Key Vocabulary ( <i>stage directions, symbolism, theme, characterisation, allegory, communism, theocracy, ideology, hysteria, persecution</i> )	Week 6	<b>Non-fiction Writing:</b> Sentence Openers	Core Knowledge – Key Vocabulary ( <i>adjective, adverb, preposition</i> )	Week 6	<b>Non-fiction Writing:</b> Misconceptions	Core Knowledge – Key Vocabulary ( <i>emotive language, semantic field, juxtaposition</i> )
Week 7	<b>Non-fiction Writing:</b> Structure	Core Knowledge – Key Vocabulary ( <i>Title, intro, picture the scene, solutions, conclusion</i> )	Week 7	<b>Essay - Relationships and Identity:</b> How does Kilgore present his perspective on gender expectations?	Core Knowledge – Key Vocabulary ( <i>stigma, objective, subjective, bias, indigenous, emotive language</i> )	Week 7	<b>Non-fiction Writing:</b> Misconceptions	Core Knowledge – Key Vocabulary ( <i>adjective, adverb, preposition multi-clause, semi-colon list</i> )
Week 8	<b>Non-fiction Writing:</b> Structure	Core Knowledge – Key Vocabulary ( <i>Title, intro, picture the scene, solutions, conclusion</i> )	Week 8	<b>Essay - Relationships and Identity:</b> How does Brandis present their perspective on equal marriage?	Core Knowledge – Key Vocabulary ( <i>reciprocal, facts, expert opinions, objective, subjective</i> )	Week 8	<b>End of Year Assessments – Revision Questions to cover:</b> 1. GAT: how does Desai present ideas about masculinity? 2. A&G: how does Brahmachari present ideas about identity? 3. GAT: how does Desai present Raghu?	Core Knowledge – Key Vocabulary ( <i>all above mentioned</i> )
Week 9	<b>Poetry - Relationships and Identity Anthology:</b> How does Plath use extended metaphor to convey her message in ‘Mushrooms’? / How does Walcott use extended metaphor to convey his message in ‘Love After Love’?	Core Knowledge – Key Vocabulary ( <i>oppression, revolution, metaphor, extended metaphor, self-love</i> )	Week 9	<b>Essay - Relationships and Identity:</b> How does Greenpeace present their perspective towards meat and dairy?	Core Knowledge – Key Vocabulary ( <i>existential, facts, expert opinions, parallelism, rhetorical question, anecdote, emotive language</i> )	Week 9	<b>End of Year Assessment Independent Practice</b>	Core Knowledge – Key Vocabulary ( <i>all above mentioned</i> )
Week 10	<b>Poetry - Relationships and Identity Anthology:</b> How does Bhatt use extended metaphor to convey her message in ‘Search for my Tongue’?	Core Knowledge – Key Vocabulary ( <i>mother tongue, extended metaphor</i> )	Week 10	<b>Essay - Relationships and Identity:</b> How does Fountain present their perspective on climate change?	Core Knowledge – Key Vocabulary ( <i>existential, facts, expert opinions, parallelism, rhetorical question, anecdote, emotive language</i> )	Week 10	<b>King Lear:</b> How does Shakespeare characterise Edmund in Act 1 Scene 2?	Core Knowledge – Key Vocabulary ( <i>aside, tragedy, abdicate, arrogance, tyrant, disintegration, primogeniture, illegitimate, Machiavellian, treacherous, corrupt</i> )
Week 11	<b>Poetry - Relationships and Identity Anthology:</b> How does Auden use semantic fields to convey his message?	Core Knowledge – Key Vocabulary ( <i>bereavement, futility, elegy, semantic field</i> )	Week 11	<b>Non-fiction Writing:</b> Sentence forms	Core Knowledge – Key Vocabulary ( <i>multi-clause, semi-colon list</i> )	Week 11	<b>King Lear:</b> How does Shakespeare characterise/present King Lear in Act 1 Scene 2?	Core Knowledge – Key Vocabulary (abdicate, disintegration, realm, treacherous)
Week 12	<b>Poetry - Relationships and Identity Anthology:</b> How does Duffy use a range of methods to convey her message in ‘Hour’?	Core Knowledge – Key Vocabulary ( <i>materialism, semantic field, metaphor, caesura</i> )	Week 12	<b>Non-fiction Writing:</b> Sentence forms	Core Knowledge – Key Vocabulary ( <i>multi-clause, semi-colon list</i> )	Week 12	<b>King Lear:</b> How does Shakespeare depict the theme of suffering in Act 2? Challenge: How does Shakespeare depict Cordelia and Lear in Act 4?	Core Knowledge – Key Vocabulary ( <i>arrogant, transgressive, assertive</i> ) ( <i>restoration, pious, virtuous, pathos</i> )
Week 13	<b>Poetry - Relationships and Identity Anthology:</b> How does Nichols convey her message in ‘Weeping Woman’?	Core Knowledge – Key Vocabulary ( <i>immortalise, sonnet</i> )						
Week 14	<b>Non-fiction Writing:</b> Ambitious vocabulary	Core Knowledge – Key Vocabulary ( <i>semantic field, juxtaposition, emotive language</i> )						
Week 15	<b>Non-fiction Writing:</b> Ambitious vocabulary	Core Knowledge – Key Vocabulary ( <i>semantic field, juxtaposition, emotive language</i> )						
Assessment	<b>Mid-Year UL Assessments</b>							
Assessment						Assessment	<b>End of Year UL Assessments</b>	