

Y9 ENGLISH



ENGLISH AT YARDLEYS

INTENT: English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. Subsequently, in the English Department, our students journey on a progressive, knowledge-led curriculum based on the conceptual frameworks of identity, power and conflict, because we believe that these schemas can help students to broaden and deepen their knowledge, not only for success at GCSE, but more importantly, for their development as individuals that will outlast the classroom, English lessons or their time with us at Yardleys. Yes, we want them to make sense of the texts that they study, but also to use those texts (and the subject as a whole) to make sense of, add value to and advance their lives, since it is this “powerful knowledge” that has the emancipatory potential to take them beyond their present experiences, situations and communities.

KS3 ENGLISH AT YARDLEYS

In Year 9 students apply their ever-developing schematic knowledge and understanding of identity and power from Years 7 and 8 to the concept of conflict.

Year 9 - CONFLICT

	Prose	Long Writing (Toxic Masculinity)	Play	Conflict Poetry Anthology and Creative Writing
SUBSTANTIVE KNOWLEDGE		<p>How and to what extent does gender influence power?</p> <p>↓</p> <p>To what extent is conflict presented as part of masculine identity and power? What conflict arises as a result of gender identity differences and struggles? What impact does this have on society?</p> <p>→ What can we do to work towards gender equality?</p>		<p>What/who can be powerful and where does power come from / how is it formed? How is the amount of power you have connected to your identity? Who is powerful / powerless because of their identity?</p> <p>↓</p> <p>What types of conflict are there? How does identity cause conflict? How does power cause conflict? What is the result of this conflict?</p> <p><i>Although the poems are studied (and written about) individually, the order is specifically sequenced and links between poems are made.</i></p>
DISCIPLINARY KNOWLEDGE (primary focus in capitals)		<ul style="list-style-type: none"> LONG WRITING, (grammar for writing), creating an authentic authorial voice 		<ul style="list-style-type: none"> Reading for meaning LANGUAGE AND STRUCTURE analysis Understanding writers' intentions and contextual influences <p>Writing for accuracy, purpose and effect</p>