Y9 ENGLISH

Yardleys School
WORKING TOGETHER FOR A BETTER FUTURE

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: 'The Bone Sparrow' Resilience, Positivity	Long Writing (Toxic Masculinity) Integrity	Play: Curious Incident of the Dog Empathy, Curiosity	Conflict Poetry Anthology and Creative Writing Reflection
SUBSTANTIVE KNOWLEDGE	How does difference create conflict? To what extent is difference tied into identity? To what extent is the power you are afforded a response to your identity? Types of conflict - social, emotional and physical – and how these might look and be overcome differently. → The conflict Subhi experiences because of who he is, how he is viewed (including by himself) and his relationship with others.	How and to what extent does gender influence power? 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? Teachers source own front-loading material connected to the topic.	How can power look different to different people? How can difference be powerful? What is meant by 'inner conflict'? How can internal struggles impact relationships with others? → Christopher's inner and outer conflict because of his autism.	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? What types of conflict are there? How does identity cause conflict? How does power cause conflict? What is the result of this conflict? *Although the poems are studied (and written about) individually, the order is specifically sequenced and links between poems are made.*
DISCIPLINARY KNOWLEDGE (primary focus in capitals)	• Reading for meaning • LANGUAGE AND STRUCTURE analysis	• LONG WRITING, (grammar for writing), creating an authentic authorial voice	• Reading for meaning WHOLE TEXT analysis and evaluation	• Reading for meaning • LANGUAGE AND STRUCTURE analysis • Understanding writers' intentions and contextual influences

We aim to provide students with a curriculum that educates the whole child, creating responsible and respectful citizens. Through the development of substantive and disciplinary knowledge students are given the tools that allow them to achieve excellence and be ready for life.

	Understanding writers' intentions and contextual influences			• Writing for accuracy, purpose and effect