Year 9 English Long Term Plan 2022/2023

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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
| Cycle 1 | **W/C 5/09** | **W/C 12/09** | **W/C 19/09** | **W/C 26/09** | **W/C 3/10** | **W/C 10/10** | **W/C 17/10** | **W/C 31/10** | **W/C 7/11** | **W/C 14/11** | **W/C 21/11** | **W/C 28/11** | **W/C 5/12** |
| *INSET 1st / 2nd* |  |  |  |  |  |  |  |  | *Data/Planning Days 17th/18th* |  | Parents’ and options evening 1st |  |
|  | **Gothic Literature:** Defining the GothicGothic conventionsIdentifying Gothic conventions | **Gothic Literature:** The Tell Tale Heart: structural analysis(reading checkpoint) | **Gothic Literature:** Sigmund Freud and the Uncanny and analysing language in Dr Jekyll and Mr Hyde | **Gothic Literature:** Frankenstein and evaluating ideas (reading checkpoint and extended DIRT opportunity) | **Gothic Literature:** analysing structural choices in Dr Jekyll and Mr Hyde (reading checkpoint and extended DIRT opportunity) | **Gothic Literature:** Gothic Descriptions (writing checkpoint and opportunity for extended DIRT) | **Gothic Literature:** Gothic settings: Jane Eyre, Dracula, The Woman in Black | **Gothic Literature:** Gothic settings: Jane Eyre, Dracula, The Woman in Black | **Gothic Literature:** Further gothic descriptions and narrative | **Gothic Literature:** Narrative writing (writing checkpoint and opportunity for extended DIRT) | **Gothic Literature:** Dr Jekyll and Mr Hyde , The Werewolf and evaluating ideas  | **Gothic Literature:** Closing gaps |
| Cycle 2 | **W/C 12/12** | **W/C 02/01** | **W/C 09/01** | **W/C 16/01** | **W/C 23/01** | **W/C 30/01** | **W/C 06/02** | **W/C 13/02** | **W/C 27/02** | **W/C 06/03** | **W/C 13/03** | **W/C 20/03** | **W/C 27/03** |
|  | *Bank Hol - 2nd* |  |  | Assessment: “How does Adichie present Papa in Purple Hibiscus?” |  |  |  | *Data/Planning Days 9th/10th* | *Feedback* |  |  |
| **Purple Hibiscus** Section A:Teach: Context Read: Pg3-16Booklet: Pg11-12 | **Purple Hibiscus**Section A:Read: Pg19-109Booklet: Pg 12-14 (Kambili) | **Purple Hibiscus**Section A:Read: Pg19-109Booklet: Pg 15-16 (Papa) | **Purple Hibiscus**Section B:Read: Pg110-205Booklet: Pg 17-18 (Jaja) | **Purple Hibiscus**Section B:Read: Pg110-205Booklet: Pg 17-18 (Jaja) | **Purple Hibiscus** Section B:Read: Pg110-205Booklet: Pg 20 (Mama) | **Purple Hibiscus** Section C:Read: Pg 206-253Booklet: Pg 21-22 (Evaluation) | **Purple Hibiscus** Section C:Read: Pg 206-253Booklet: Pg 21-22 (Evaluation) | **Purple Hibiscus** Section C:Read: Pg 257-307Booklet: Pg 23-24 (Analysing Cousins) | **Purple** **Hibiscus** Section C:Read: Pg 257-307Booklet: Pg 23-24 (Analysing Cousins) | **Purple Hibiscus** Section C:Read: Pg 257-307Booklet: Pg 30 (Imaginative Writing) | **Purple Hibiscus** Section D:Themes and EvaluationBooklet: Pg 25-27 | **Purple Hibiscus Closing gaps /**Section D:SymbolismBooklet: Pg 28-29 |
| Cycle 3 | **W/C 17/04** | **W/C 24/04** | **W/C 01/05** | **W/C 08/05** | **W/C 15/05** | **W/C 22/05** | **W/C 05/06** | **W/C 12/06** | **W/C 19/06** | **W/C 26/06** | **W/C 03/07** | **W/C 10/07** | **W/C 17/07** |
|  |  | *Bank Hol - 1st* |  |  |  |  | Trust wide Assessments begin |  |  |  |  | *Data/Planning Days 19th/20th* |
| Early life and childhood – DIRT opportunity Woodson’s use of enjambment | Language and Pride: Hill Speak, Harlem, Still I Rise and The British with at least one piece of analysis / feedback in purple books.  | Overcoming adversity: If, Invictus, comparative analysis and feedback | The Impact of Historical and Social injustice: The Doll’s House, Flag, Peace, comparative analysis and feedback opportunity | **AIC Introduction** | **Language (assessment prep)** | **AIC – Cold Read** | **AIC – Cold Read.** Big Ideas and analysis of the play | **AIC – Cold Read.** Big Ideas and analysis of the play | **AIC – Cold Read.** Big Ideas and analysis of the play | **End of Year Celebration** |