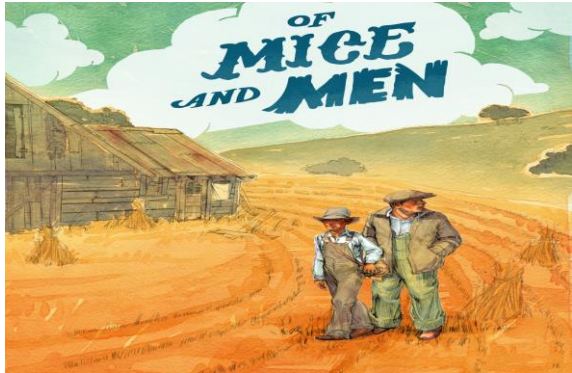




St Richard Reynolds Catholic High School

<p>SUBJECT: English YEAR GROUP: 9</p> <p>TOPICS COVERED: Create and Craft Writing; Conflict Poetry; <i>Romeo and Juliet</i> by William Shakespeare; <i>Of Mice and Men</i> by John Steinbeck</p> <p><i>All programmes of study are taught on rotation throughout the academic year</i></p>	
<p style="text-align: center;">PROGRAMME OF STUDY</p>	<p style="text-align: center;">METHOD OF ASSESSMENT</p>
<p>Create and Craft Writing:</p> <ul style="list-style-type: none">• An introduction to the unit and free writing• Writing inspired by visual stimulus• Sensory description and encouraging a creative mind-set• Generating ideas and considering the conventions of different genres• Creative writing and the use of tenses• Introducing and developing conflict• Narrative points of view• Varying sentences• Developing your vocabulary and description – crafting• Beginnings and planning methods	<ul style="list-style-type: none">• FORMAL ASSESSMENT: How does Bram Stoker use language to create tension in an extract from 'Dracula'?• Write a short narrative in the style of a genre of your choice• Spoken Language – group presentation• Keyword test
<p>Conflict Poetry:</p> <ul style="list-style-type: none">• Introduction to the theme of conflict and reflection of how we study poetry• Exploration of the theme conflict, current conflicts and different types of conflict• Exploring social conflicts through poetry – London riots and 9/11• How poetry is used as a form of expression, catharsis and to present a viewpoint	<ul style="list-style-type: none">• FORMAL ASSESSMENT: Unseen Poetry analysis.• Spoken Language – individual presentation around a conflict past or present. Inform and explain.

<ul style="list-style-type: none"> • Social conflicts and moral dilemmas – apartheid, homelessness • Personal and parental conflicts • Cultural and personal identities and conflicts • Exploring conflicting emotions – poetry dealing with loss • Analysis of a range of war poetry from across the world and through time – exploring the different perspectives, poetic voice and poets’ messages 	<ul style="list-style-type: none"> • Write a letter to persuade the government to donate more money to a current conflict. • Keyword test
<p>Of Mice and Men :</p> <ul style="list-style-type: none"> • Introduction to the novel and setting the context – the 1920s, the Wall Street Crash and the dustbowl effect • Approaches for studying a novel • Setting the scene – our first impressions • George and Lennie’s relationship • Ranch life – meeting the other characters • Meeting Crooks – establishing his role and function within the novel • The death of dreams and other themes within the novel • Who’s to blame? • Developing prosecution and defence points – building an argument • Steinbeck’s intentions 	<ul style="list-style-type: none"> • FORMAL ASSESSMENT: Close analysis of the character presentation and development of Crooks • Creative writing based on visual stimulus • Spoken Language – Lennie’s trial • Keyword test
<p>Romeo and Juliet:</p> <ul style="list-style-type: none"> • Introduction and context – life in the Elizabethan era, power struggles in Italy when the play is set • Exploring the background to the feuding families – the prologue • Analysing the Prince’s threat • Collecting and collating key information about the opening brawl • Newspaper writing – who, what, when, where, why and how. • Juliet’s relationships at the start of the play • Meeting Romeo and the juxtaposition between love and hate in the play • Juliet’s rights and responsibilities in a patriarchal world • Inner turmoil and growing tension • Adaptations of the play – is the message still relevant? 	<ul style="list-style-type: none"> • FORMAL ASSESSMENT: Write a newspaper report on the events of Act 1 scene 1 • Analyse how conflict is presented in another key scene in the play • Spoken Language - role play using inference skills and contextual knowledge • Keyword test