English

Year 9
Scheme of Learning 2025 - 2026

Subject leader: P Jones

Topics by term	Topic overview for Year 2025-2026					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic Power and Conflict Poetry Anthology	Topic An Inspector Calls	Topic Power and Conflict Poetry Anthology	Topic A Christmas Carol	Topic A Christmas Carol	Topic Power and Conflict Poetry Anthology Revision of texts

		Exam Board AQA					
Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1: Power and Conflict Anthology: War poems							
	Topic: Introduction to themes of Power and Conflict						
Literature Paper 2	• Why are power and conflict key themes?	Lesson 1 Introduction to the exam paper	Students should be able to: • Explain what the expectations and regulations are for the Literature exam paper • Explain what the assessment objectives mean and to be able to select them in a piece of work •	• AO1 • AO2 • AO3 • Context • Theme	Within class: • Checking of understanding • Quick win test - AOs • Differentiated questioning • Self and peer assessment • Retrieval	PowerPoint •Anthologies	•Power •Conflict •Responsibility •
	Topic 2: Analysing the poems – annotations, meaning and context						
Literature Paper 2	How does [poet's name] present power/conflict in [name of the poem]? The Charge of the Light Brigade Exposure Bayonet Charge War Photographer Remains	Work through each poem and be able to: • State what the poem is about • The relevant contextual information for the poem	Students should be able to: • Annotate each poem • Discuss each poem with some confidence in pairs, groups and	• Themes • Context • Language • Structure • Poetic Techniques • Form	Within class: • Questioning • Summary writing • Quick win quizzing • Retrieval • Directed writing to support interpretation	• PowerPoint • Anthology • Visualiser •Knowledge organiser	•Power •Conflict •Gender •Mental health •Guilt •Law and order

		Discuss the language and structure choices of the poet	whole class discussion • Explain key language, structure and form for each poem • To begin to consider the effect of the methods used through discussion and questioning • Summarise each poem •		At home: • Use revision notes and knowledge organiser to revise • Seneca		• Rights and responsibilities • Disabilities • Freedom • Justice • Community • Honour • Morality
Term 2	**Topic: An Inspector Calls: context**						
Literature Paper 2	• What was life like in Britain in the 20th century? • Who is J B Priestley? • What are capitalism and socialism? •	• Main events surrounding the time *An Inspector Calls* was set, as well as around the time that it was written and first performed. • Key political movements and ideologies • Relevant context for the play	Students should be able to: • Recall key events, dates and people • Consider how the society of the time affects the way the text is received • Define key terminology relating to the ideology of the text	• Literary context • Interpretation • Socialism • Capitalism • Reform • Responsibility	Within class: • Discussion with students • Questioning of prior learning in History lessons At home: • Use revision notes and knowledge organiser	• PowerPoint • Visualiser • Knowledge organiser • Context handout	• Socialism • Capitalism • Gender • Democracy • Society • Rights • Justice • Wealth and poverty
	Topic 2: Studying the text – Acts 1-2						
Literature Paper 2	• Who are the Birlings? • How does Priestley use dramatic irony to make Mr. Birling unlikeable?	Students should: • Read the play • Take <u>active</u> notes as you read	Students should be able to: • Identify key characters, plot, themes, quotes,	• Themes • Context • Language • Structure • Characters	Within class: • Questioning • Summary writing • Quick win quizzing	• PowerPoint • Visualiser	• Socialism • Capitalism • Gender • Democracy • Society

	• What do we learn about Mr. Birling through his early speeches? • Who is the Inspector? • Who is Eva Smith? • How does Mr. Birling know Eva Smith? • Who is Sheila? • How does Sheila know Eva Smith? • How is responsibility shown in Act One? • How does Gerald know Eva Smith? • How has Gerald's confession changed Sheila? • What is Mrs Birling's relationship with Sheila like? • How does Mrs Birling see herself differently to reality? • How does Gerald present himself as different to reality?	•A range of activities for students to explore the text: character analysis, quotation explosion, setting, tone, rhetoric, creative writing and extract analysis	context, language and structure and learn revision methods • Explain the plot of the text in detail, recalling key scenes and events • Discuss the development of individual characters • Identify the key themes of the play and explain their relevance • Consider the readership and how they react to the text • Explore modern views and how reactions have changed	• Analysis • Interpretation • Creativity • Writing	• Directed writing to support interpretation At home: • Use revision notes and knowledge organiser to revise •Seneca	• Knowledge organiser •	•Rights •Justice •Wealth and poverty •Community •Responsibility •Relationships •Power
	Topic 3: Studying the text – Act 3						
Literature Paper 2	• How did Eric know Eva Smith?	Students should: • Read the play	Students should be able to:	• Themes • Context	Within class: • Questioning	• PowerPoint	•Socialism •Capitalism

	• What is Eric's purpose in the play? • How does The Inspector present Priestley's message in his final speech? • How do the final speeches of the characters show their change? • What are the most significant themes of the play? • What are the key symbols in the play? •	• Take <u>active</u> notes as you read A range of activities for students to explore the text: character analysis, quotation explosion, setting, tone, rhetoric, creative writing and extract analysis	• Identify key characters, plot, themes, quotes, context, language and structure and learn revision methods • Explain the plot of the text in detail, recalling key scenes and events • Discuss the development of individual characters • Identify the key themes of the play and explain their relevance • Consider the readership and how they react to the text • Explore modern views and how reactions have changed	• Language • Structure • Characters • Analysis • Interpretation • Creativity • Writing	• Summary writing • Quick win quizzing • Directed writing to support interpretation At home: • Use revision notes and knowledge organiser to revise Seneca	• Visualiser • Knowledge organiser •	•Gender •Democracy •Society •Rights •Justice •Wealth and poverty •Community •Responsibility •Relationships •Power •Forgiveness •Retribution Repentance
Term 3: Power and Conflict Anthology						

Literature Paper 2	How does [poet's name] present power/conflict in [name of the poem]?	Work through each poem and be able to: • State what the poem is about • The relevant contextual information for the poem •Discuss the language and structure choices of the poet	Students should be able to: • Annotate each poem • Discuss each poem with some confidence in pairs, groups and whole class discussion • Explain key language, structure and form for each poem • To begin to consider the effect of the methods used through discussion and questioning • Summarise each poem	• Themes • Context • Language • Structure • Poetic Techniques •Form	Within class: • Questioning • Summary writing • Quick win quizzing • Directed writing to support interpretation At home: • Use revision notes and knowledge organiser to revise •Seneca	• PowerPoint • Anthology • Visualiser Knowledge organiser	•Power •Conflict •Gender •Mental health •Guilt •Law and order •Rights and responsibilities •Disabilities •Freedom •Justice •Community •Honour Morality

Term 4 and 5: A Christmas Carol

Topic 1:   Context

Literature Paper 1	• What was life like in London in the 19th century?	• Main events surrounding the time *A Christmas Carol* was written • Key figures and changes • Relevant context for the novella	Students should be able to: • Recall key events, dates and people • Link the history to the text •Consider how the society of the time affects the way the	• Literary context • Interpretation Debate	Within class: • Discussion with students • Questioning of prior learning in History lessons At home: • Use revision notes and	• PowerPoint • Visualiser • Knowledge organiser Context handout	•Poverty •Society •Charity •Support •Community •Rule of law •Gender •Social classes

			text is received by the readership		knowledge organiser		
Topic 2: Studying the novella (Staves 1-3)							
Literature Paper 1	• How is Scrooge introduced at the start of the novella? • How is Fred's character different to Scrooge? • How does Scrooge present some of the problems with the upper class? • Why does Marley's ghost appear to Scrooge? • How is the Ghost of Christmas Past presented? • What is significant about the memories the Ghost of Christmas Past shows Scrooge? • Why does Dickens include Belle? • Which of the events Scrooge is shown makes you feel the most sympathy for him? • How is the Ghost of Christmas Present introduced to us? • What is significant about the scenes the Ghost of Christmas Present passes? How are the Cratchits presented?	• Read the novella • Take <u>active</u> notes as you read A range of activities for students to explore the text: character analysis, quotation explosion, setting, tone, rhetoric, creative writing and extract analysis	Students should be able to: • Identify key characters, plot, themes, quotes, context, language and structure and learn revision methods • Explain the plot of the text in detail, recalling key scenes and events • Discuss the development of individual characters • Identify the key themes of the novella and explain their relevance • Consider the readership and how they react to the text Explore modern views and how reactions have changed	• Themes • Context • Language • Structure • Characters • Analysis • Interpretation • Creativity • Writing	Within class: • Questioning • Summary writing • Quick win quizzing • Directed writing to support interpretation • Creative writing around a concept At home: • Use revision notes and knowledge organiser to revise • Seneca	• PowerPoint • Novella • Visualiser • Knowledge organiser • Extracts	• Poverty • Society • Charity • Support • Community • Rule of law • Gender • Social classes • Relationships • Family Responsibility
	Topic 3 Studying the novella (Staves 3-5)						

• What is the significance of Tiny Tim? • Why does the Ghost of Christmas Present take Scrooge to the party? • How do Ignorance and Want present the problems in society? • How is the Ghost of Christmas Yet to Come presented to us? • How has the tone of the novella shifted with the Ghost of Christmas Yet to Come? • How does Dickens build tension through the events the Ghost of Christmas Yet to Come shows Scrooge? • How does Dickens change the Cratchits to alter Scrooge? • How is the end of Stave Four effective? • Is Scrooge's change admirable or self-serving? • What becomes of Scrooge?	• Read the novella • Take <u>active</u> notes as you read A range of activities for students to explore the text: character analysis, quotation explosion, setting, tone, rhetoric, creative writing and extract analysis	Students should be able to: • Identify key characters, plot, themes, quotes, context, language and structure and learn revision methods • Explain the plot of the text in detail, recalling key scenes and events • Discuss the development of individual characters • Identify the key themes of the novella and explain their relevance • Consider the readership and how they react to the text Explore modern views and how reactions have changed	• Themes • Context • Language • Structure • Characters • Analysis • Interpretation • Creativity • Writing	Within class: • Questioning • Summary writing • Quick win quizzing • Directed writing to support interpretation • Creative writing around a concept At home: Use revision notes and knowledge organiser to revise Seneca	• PowerPoint • Novella • Visualiser • Knowledge organiser • Extracts	•Poverty •Society •Charity •Support •Community •Rule of law •Gender •Social classes •Relationships •Family •Responsibility •Repentance •Retribution •Forgiveness •Regret •Guilt
Topic 4 Extract Focus						
• How does Dickens present the change in Scrooge's character? • How does Dickens present the importance of family?	Extract focus with explicit assessment objectives	Students should be able to:	• Context terms • Language and	Within class: • Differentiated questioning	• Extract booklet	•Poverty •Society •Charity •Support

	•	All: Explore the extracts to enhance understanding of plot Most: Analyse the language and dramatic methods Some: Use the extracts to critically examine the text and meanings.	• Annotate the extracts Write an extended response	structure terms	• Self and peer assessment against modelled answers and supported responses • At home: Seneca and revision		•Community •Rule of law •Gender •Social classes •Relationships •Family •Responsibility •Repentance •Retribution •Forgiveness •Regret •Guilt

Term 6 : Power and Conflict anthology

    Topic 1: Final poetry cluster

Literature Paper 2	How does [poet's name] present power/conflict in [name of the poem]?	Work through each poem and be able to: • State what the poem is about • The relevant contextual information for the poem Discuss the language and structure choices of the poet	Students should be able to: • Annotate each poem • Discuss each poem with some confidence in pairs, groups and whole class discussion • Explain key language, structure and form for each poem • To begin to consider the effect of the methods used through discussion and questioning	• Themes • Context • Language • Structure • Poetic Techniques •Form	Within class: • Questioning • Summary writing • Quick win quizzing • Directed writing to support interpretation At home: • Use revision notes and knowledge organiser to revise Seneca	• PowerPoint • Anthology • Visualiser Knowledge organiser	•Power •Conflict •Gender •Mental health •Guilt •Law and order •Rights and responsibilities •Disabilities •Freedom •Justice •Community •Honour •Morality

				• Summarise each poem			
				•			
	Topic 2: Revision of all texts						
	Revision of Literature texts studied in Year 9	A range of activities for students to explore the text: character analysis, quotation explosion, setting, tone, rhetoric, creative writing and extract analysis	Consolidation of knowledge from Literature texts taught in Y9	• Themes • Context • Language • Structure • Form	Within class: • Questioning • Summary writing • Quick win quizzing • Directed writing to support interpretation At home: • Use revision notes and knowledge organiser to revise • Seneca	PowerPoint Anthology Visualiser Knowledge organiser	•