



English



Archdiocese of Liverpool

Curriculum intent:

English has a pre-eminent place in education and in society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them, leading to further understanding across diverse cultural, national, age and gender boundaries, thus empowering pupils' empathy for others. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially, plays a key role in such development. Reading also enables pupils to flourish, acquiring knowledge and understanding, building on what they know as well as enriching their understanding of what they may not yet have experienced. All the skills of language are essential to participating fully as a valuable member of society.

Year 9

TERM 1

Content

Lord of the Flies: Society, Power and Human Nature

Lord of the Flies: Conflict, Morality and Critical Response

Concepts and Skills

Through the study of Lord of the Flies, pupils explore complex ideas surrounding civilisation, power, morality, and human nature. They develop increasingly sophisticated reading skills by analysing characterisation, themes, symbolism, language, and structural methods, while considering the influence of context on the novel's ideas and messages. Pupils evaluate Golding's presentation of key concepts, selecting and embedding textual evidence to construct analytical responses that demonstrate increasingly perceptive interpretations. Alongside their reading, pupils refine the academic writing skills required at Key Stage 4. They develop structured literary essays that present clear arguments, integrate well-chosen quotations and analyse the effects of the writer's methods using precise subject terminology. Pupils strengthen their ability to write coherently and critically, crafting extended responses that explore multiple interpretations and make thoughtful links between evidence, context and authorial intention. Throughout every term of Y9, pupils continue to develop core literacy skills, including spelling, punctuation, grammar and vocabulary precision. These are embedded across the curriculum through regular reading, discussion and analytical writing, alongside explicit opportunities to revisit and consolidate the conventions of accurate, fluent and sophisticated written communication.

TERM 2

A Midsummer Night's Dream

Conflict Poetry

Through the study of A Midsummer Night's Dream, pupils explore Shakespeare's presentation of love, power, identity, and conflict, considering how dramatic conventions, language and stagecraft shape meaning for different audiences. Pupils develop confident reading skills by interpreting Shakespearean language, analysing character relationships and evaluating the effects of dramatic methods. They build their understanding of contextual influences and consider how themes and ideas remain relevant to modern audiences. In Conflict Poetry, pupils explore a diverse range of poetic voices and perspectives, examining how poets present the causes, experiences and consequences of conflict. They develop their ability to compare writers' ideas and methods, analysing language, structure and form while making thoughtful connections between texts. Pupils refine their comparative reading skills by selecting precise evidence and constructing analytical responses that evaluate similarities and differences in the presentation of themes. Throughout the spring term, pupils continue to strengthen their analytical writing by crafting well-structured essays that present clear arguments, embed relevant textual evidence and use subject-specific terminology with increasing accuracy.

TERM 3

Dystopian Fiction

Creative Writing

Through the study of dystopian fiction, pupils explore how writers imagine alternative societies to comment on power, control, inequality, and the human condition. They develop advanced reading skills by analysing how language, structure and narrative perspective create atmosphere, tension and meaning. Pupils compare ideas across a range of extracts, evaluating writers' methods and considering how contextual influences shape the presentation of dystopian worlds. In their Creative Writing unit of work, pupils apply the reading skills developed throughout the year to craft engaging and imaginative fiction. They experiment with narrative structure, viewpoint, characterisation and descriptive techniques, using ambitious vocabulary and varied sentence structures to shape meaning and engage the reader. Pupils refine their drafting and editing skills, making purposeful choices about language and organisation to produce polished and effective pieces of writing. Throughout the summer term, pupils continue to consolidate analytical and creative writing skills, demonstrating increasing confidence in adapting their writing for different purposes and audiences. Core literacy skills, including spelling, punctuation, grammar and vocabulary precision, remain integral to all reading and writing activities, ensuring pupils are well prepared for the demands of Key Stage 4.

