The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving, and wise in all their endeavours

Subject	English
Year Group	Year 9
Intent	• **Successful and resilient learners:** who are attentive to and reflect upon their learning, have high expectations of themselves and realise their full potential in reading, writing and spoken language skills • **Confident individuals:** who can express themselves with intent in a succinct, assured, and articulate way, according to audience and purpose. • **Responsible citizens:** who are discerning critical readers of fiction and non-fiction texts and whose analytical skills will allow them to interpret the ever more complex linguistic landscape and enable meaningful discussion of spiritual, moral, social, and cultural issues.

Narrative	*In Year 8, students were introduced to texts from the English Literary Heritage: 'Sherlock Holmes,' 'The Tempest' and 'Animal Farm' with a focus on establishing knowledge of contexts, themes, characters, and plots. During these studies, students developed essay skills including topic sentences, quotation selection and the explanation of inferences. In addition, students developed key SPaG skills with a focus on grammar terms and efficient expression; students also developed an understanding of key components of effective story structures.* *In year 9, learners will build on their previous creative writing skills when they plan and produce four sequential extended writing pieces: description, short story, opening chapter and a writing to argue piece. Within these studies, learners will 'master' key writing skills including: wider (tier 2) vocabulary and the construction of coherent and sophisticated short story/ opening chapter/ polemic structures. These foundations of planning and organising written texts lay vital foundations for the priorities of exam writing tasks at KS4.* *Building of the study of texts in year 8, learners will study further texts from the Literary Heritage in the form of 'Jane Eyre' and a poetry collection. In addition, students will study a modern play 'Small Island,' an adaptation of a novel. These studies create a bridge between y98 and GCSE by preparing students for future like-minded challenges of the 19th century novella and 20th century drama texts. By the end of the year, all learners will be able to apply their knowledge and skills to specific questions, showing awareness of a writer's intentions with relation to language and context.*					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	-Benchmark – creative writing description: The House By The Sea -'Jane Eyre' by Charlotte Brontë -Creative writing follow-up: short story about a childhood experience -Library lessons: the study of opening chapters/ short stories	-'Jane Eyre' by Charlotte Brontë -Creative writing follow-up: short story about a childhood experience -Library lessons: the study of opening chapters/ short stories	'Small Island' play adaptation by Helen Edmundson -Creative writing follow-up: opening chapter about fictional Victorian child -Library lessons: class reader with 'Of Mice and Men' as suggestion	'Small Island' play adaptation by Helen Edmundson -Creative writing follow-up: opening chapter about fictional Victorian child -Library lessons: class reader with 'Of Mice and Men' as suggestion	-Poetry -Independent writing: planning and constructing contentious debates (speech, letter and article) -Library lessons: Non-fiction reading about points of view	-Poetry -Independent writing: planning and constructing contentious debates (speech, letter and article) -Library lessons: Non-fiction reading about points of view

Key skills	Writing: Wider vocabulary/ synonyms; sentence variation; planning short story with exposition/ climax Reading: exploring the effect of opening chapter structural devices; understanding social/ historical/ biographical context of novel	Writing: Wider vocabulary/ synonyms; sentence variation; planning short story with exposition/ climax Reading: exploring the effect of opening chapter structural devices	Writing: description of setting and character with elements of show-don't tell Reading: exploring the themes and characterisation of class reader structural devices; understanding social/ historical/ biographical context of play; tracking character journeys	Writing: description of setting and character with elements of show-don't tell Reading: exploring the effect of opening chapter structural devices; understanding social/ historical/ biographical context of play; tracking character journeys	Writing: planning arguments; topic sentences; rhetorical devices Reading: identifying facts, subjective/ objective points of view; inferences and effects of quotations/ language methods in poetry	Writing: planning arguments; topic sentences; rhetorical devices Reading: identifying facts, subjective/ objective points of view; inferences and effects of quotations/ language methods in poetry
Careers and Cultural capital	A range of current affairs issues explored: e.g., Victorian society and childhood. Careers in education Nationalcareerservice.gov.uk	-A range of current affairs issues explored: e.g., Victorian parenthood/ authority/ health -Appreciation of traditional story writing stylistic conventions Careers in TV production	. -A range of issues relating to immigration. British post-WW2 history and the socio-politics of the Windrush generation -Appreciation of traditional opening chapter writing stylistic conventions Careers in HR and equal opportunities/ diversity	-A range of issues relating to immigration. British post-WW2 history and the socio-politics of the Windrush generation -Appreciation of traditional opening chapter writing stylistic conventions	-Appreciation of traditional poem stylistic conventions -Appreciation of stylistic conventions of writing to argue polemic/ debating Careers in PR and advertising	The role of journey and travel experiences of famous writers -Appreciation of stylistic conventions of writing to argue polemic/ debating Careers in travel industry

Assessment	-Explore the way Bronte presents the experience at Lowood (Jane Eyre) -Write a description of The House By The Sea	-Explore the way Brontë presents Jane's childhood experiences (Jane Eyre) -Write a short story about a childhood experience	How has Gilbert's/ Hortense's character changed the since the beginning of the play? How and Why have these changes occurred? (Small Island)	-Which character changes the most by the end of Small Island? Write about one main character. In your answer discuss how Levy presents this change. -Write an opening chapter about a fictional Victorian child	- Compare how poets present physical journeys in two poems	- Compare how poets present physical journeys in two poems -Writing to argue: write a speech/ letter/ article explaining your point of view in response to a contentious statement.