

Curriculum Planning

Year 9 Medical English

1 Year Plan

Half Term	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	<p>Of Mice and Men:</p> <ul style="list-style-type: none"> • Reading of the novella: <i>Of Mice and Men</i> by John Steinbeck • Analysis of character and theme • Exploring 20th Century context • Recap of language techniques 	<p><i>Of Mice and Men</i> is a highly engaging text that examines captivating social and historical incidents and their impact on the protagonists. As well as engaging students, the text opens the door to analysis, comparison, and beautiful imagery to progress the disciplinary knowledge required to analyse literature.</p>	<p>The text provides ample opportunities to practise a range of exam skills through an engaging text from Language to Literature, reading and writing, introducing all assessment objectives.</p>	<p>Learners will gain insight into the Wall Street Crash and how this impacted American society. Furthermore, students will focus on the 'American dream' of the protagonists and discuss how this relates to contemporary social inequality. Exploration of the character 'Crooks' as the</p>	<p>Reading of the novella, analysis of language, vocabulary, dialect and idioms.</p>	<p>Exploration of the character Lennie and his treatment as a cognitively impaired individual, and his marginalisation in society. Students will discuss social identity in the early 1900s.</p>

				only black male in the text and his treatment in the early 19 th Century society.		
Half Term 2: Oct – Dec	<p>Truman Show and the media</p> <ul style="list-style-type: none"> • Exploring thematic devices through film: <i>The Truman Show</i> • Introducing theoretical thinking • Applying academic theory to analysis 	<p>Following a deeper understanding of social identity, students will develop this knowledge by looking at the impact of modern media, focusing on reality TV, media portrayal and idealism. Students will develop their essay writing skills using <i>The Truman Show</i> as the basis of their analysis.</p>	<p>Learners will continue to develop their ability to write towards specific audiences and purposes (A05 and A06) as well as debating contemporary social issues to prepare them for their Speaking and Listening exam using A07, A08 and A09.</p>	<p>Students will explore the relevant issues of the media, reality television and its impact on modern lives. This scheme also makes links to CCTV, celebrity endorsement and postmodernism.</p>		<p>Students will consider the themes of power and control of the media and debate how this can impact our lives from a mental health perspective.</p>
Half Term 3: Jan – Feb	<p>Introduction to exam skills: Component 2</p> <ul style="list-style-type: none"> • Reading and analysing non-fiction texts • Writing to argue 	<p>Learners will continue to develop the disciplinarily knowledge to argue, explain, advise and persuade through a mini exam scheme which will explore a</p>	<p>Students will have the opportunity to practise reading and responding to a variety of texts and view points through comparison and use this information to formulate their own</p>	<p>The texts consider the wider societal views of homelessness allowing students to empathise with the reasons people live on</p>	<p>Viewpoint extracts including letters, articles and essays from 19th Century to the modern day.</p>	<p>Students will have the opportunity to write an article about healthy living whereby they will discuss the importance of a balanced</p>

	<ul style="list-style-type: none"> • Spelling grammar and punctuation • Persuasive language techniques 	<p>variety of transactional texts through reading and writing.</p>	<p>view point writing (A01, A02, A03, A05 and A06) What's more, students will strengthen their understanding of language through looking at transactional 19th Century pieces to prepare them for the demands of Component 2 in the English Language exam. (A01, A02, A03, A05 and A06)</p>	<p>the streets and explore reasons for doing so. Additionally, through viewpoint writing, students will debate the importance of education, health and wellbeing and a choice of topical issues to debate through speaking and listening.</p>		<p>lifestyle for mental and physical wellbeing.</p>
<p>Half Term 4: Feb – April</p>	<p>Introduction to Exam Skills: Component 1</p> <ul style="list-style-type: none"> • Reading and analysing fiction texts • Descriptive and narrative writing • Spelling grammar and punctuation • Employing ambitious 	<p>Students will transfer the skills from the previous scheme to the writing and analysis of fictional texts and recapping narrative structure and examining the author's craft.</p>	<p>Once again, students will transfer understanding of reading and analysis through Component 1 style questions and form a strong base understanding of the exam using A01, A02, A04, A05 and A06.</p>		<p>Short narrative extracts will be used to improve student reading confidence.</p>	

	language techniques					
Half Term 5: April – May	<p>Frankenstein and the Gothic</p> <ul style="list-style-type: none"> • Exploring the gothic genre • Developing an understanding of Victorian context • Reading the Novel <i>Frankenstein</i> by Mary Shelly • Analysis of the writer's craft 	<p>To prepare students for their study of literature in year 10, students will apply their ability to understand the authors craft through gothic literature and the more demanding extracts of Mary Shelly's <i>Frankenstein</i>. Learners will explore the historical context of the novel and the theme of the gothic and it's origins.</p>	<p>Learners will begin to employ the disciplinary knowledge of incorporating social and cultural context within their analysis (A03) as well as preparing them for the demands of 19th Century textual analysis in the Literature exam.</p>	<p>Through their study of context, students will explore Victorian dilemma of Science vs Religion and how this social and educational conflict gave birth to the gothic.</p>	<p><i>Frankenstein</i> extracts from across the text. Students will decode complex archaic language and imagery.</p>	<p>Students will consider and discuss concepts of perfection in relation to Frankenstein's endeavour to create it.</p>
Half Term 6: June – July	<p>Shakespeare: Heroes and Villains</p> <ul style="list-style-type: none"> • Developed understanding of the Shakespearian era 	<p>Now students have developed a comprehensive understanding of complex language and different textual genres, they will explore a range of characters from</p>	<p>Learners will embed the disciplinary knowledge of incorporating social and cultural context within their analysis (A03) as well as preparing them for the demands of</p>	<p>Where able, students will have the opportunity to watch the play, either virtually or in a theatre.</p>	<p>Decoding archaic vocabulary and complex figurative language through a range of</p>	<p>Students will explore issues of morality and offer opinions on the actions of historical tragic characters from a modern perspective.</p>

- Reading key extracts from a range of Shakespeare's plays
- Analysing a range of characters
- Examining the writer's craft.

Shakespearean texts, their presentation and their influence on modern culture.

reading challenging Shakespearean texts for GCSE.

Shakespearean extracts.

Opportunities to discuss mental health, class, religion, discrimination and social stigma in the Elizabethan era.