

Subject: English

Year 9 Curriculum Map

Term/Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SPG throughout Sp&L throughout	<u>Identities</u> <i>Reading novel</i>	<u>Identities</u> <i>Reading poetry</i>	<u>Purpose and Perspective</u> <i>Non-fiction reading</i> <i>Non-fiction writing</i>		<u>Shakespeare</u> <i>Reading drama text</i> <i>(Writing fiction)</i>	<u>Spoken Language</u> <i>Non-fiction reading</i> <i>Speaking & Listening</i>
Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students?	Texts: Noughts & Crosses, Of Mice and Men, The Crucible, Mister Pip <i>Ideas of narrative; presentation of setting and character; exploration of key themes; writers' use of language, structure; application of contextual elements to add understanding etc.</i>	Texts: poets such as: Blake, Agard, Dharker, Alvi, Nichols <i>Reading a range of poems; identifying perspective of theme; identifying & analysing use of language & structure, application of cultural elements to add understanding etc.</i>	Texts: Supersize Me, David Attenborough, articles, letters, speeches e.g. Ben Fogle, 127 hours, old pre-release material, Paper 2 extracts <i>TAPS; exploration of various extracts and texts; transformation of texts into different TAPS texts e.g. article from Supersize Me, voiceover from Attenborough; writing to advise/persuade/argue/discuss; comparison of viewpoint in non-fiction texts; analysis of language; rhetoric etc.</i>		Texts: Romeo & Juliet,/ Midsummer Night's Dream/ Tempest <i>Plot; presentation of setting and character; exploration of key themes; writers' use of language, structure; dramatic techniques; application of contextual elements to add understanding; using play as creative writing stimulus etc.</i>	Texts: transcripts <i>Exploring speech; idiolect; sociolect; formality; spontaneous vs rehearsed speech; elements of speech; how to transcribe; analysis of transcriptions; comparing speech etc.</i>
	Found / Dev *information retrieval *inference & deduction *using evidence (PEE, SQI) *contexts, writers, perspectives Good / Exceptional *identifying methods (MQE) *word level analysis *connecting writers, contexts & perspectives	Found / Dev *inference & deduction *form, structure, context *poetic techniques *using evidence (PEE, SQI) *identifying methods (MQE) *contrast skills Good / Exceptional *word level analysis *comparison of viewpoint & perspective	Found / Dev *writing for type, audience, purpose, style *planning / structure *language techniques Good / Exceptional *sophisticated vocabulary *inventive structures	Found / Dev *information retrieval *inference & deduction *using evidence (PEE, SQI) *comparing writers, perspectives Good / Exceptional *identifying methods (MQE) *word level analysis *connecting writers, contexts & perspectives *Comparing perspectives	Found / Dev *information retrieval *inference & deduction *using evidence (PEE, SQI) *contexts, writers, perspectives Good / Exceptional *identifying methods (MQE) *word level analysis *connecting writers, contexts & perspectives	Found/ Dev *inference/ deduction *using evidence *Key terminology: sociolect, idiolect *Standard English *Presenting ideas and understanding Good/ Exceptional *analysis of methods *Standard English *Manipulation of speech *Delivering with effect& impact
Links to GCSE	Lit AO1,2,3	Lit AO1,2,3	Lang AO1,2,3, 4, 5, 6	Lang AO1,2,3, 4, 5, 6	Lit AO1,2,3	Lang AO1,2,3,4,7,8, 9
Homework – Knowledge organiser	Other Cultures & Contexts	Poetry	Purpose	Perspectives	World of Shakespeare	Spoken Language
Responsive Teaching – how do we assess and feed back to students in this subject	<ul style="list-style-type: none"> self / peer assessment using grids, mini mark schemes whole class feedback, DIRT time colour coding, red / green highlighting, green dot marking mini quizzes e.g. vocab, poetic terms 					
Termly assessment content	Reading analysis – extract from novel or poem		Writing for purpose to express a perspective		Shakespeare – analysis of an extract	

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