

Year Nine ~ Curriculum Map for English 2021-22

What are the intended aims for this year's curriculum?										
<ul style="list-style-type: none"> ➤ To revise the content covered in year 8 ➤ To extend knowledge to encompass Gothic and Tragic texts ➤ To continue to develop comparison skills, to introduce evaluative skills, and to deepen analysis. ➤ To develop detail in analytical and creative work, and use a wider range of devices for effect 										
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6
Topic(s): Shakespeare Study: Macbeth	Aim of A&R	Topic(s): Poems about identity	Aim of A&R	Topic(s): Gothic Genre – 19 th Century Novel – Two term unit of study FRANKENSTEIN	Aim of A&R	Topic(s): Gothic Genre – 19 th Century Novel – Two term unit of study FRANKENSTEIN	Aim of A&R	Topic(s): Non-fiction - Activism	Topic(s): Short Stories- The Curious Case of Benjamin Button	Aim of EoY exam
'Big idea(s)' / fundamental concepts	How does Shakespeare use the conventions of tragedy for effect?	How do different poets use form, structure and language for effect?	How do different poems can convey different effects and meanings. How to identify form and structure and why this is important. Why writers write about identity	What do we mean by gothic fiction and how do writers use gothic conventions for effect?	Gothic conventions The plot of the text Character development Context Themes Continual relevance – why we are still studying these texts?	What do we mean by gothic fiction and how do writers use gothic conventions for effect?	Gothic conventions The plot of the text Character development Context Themes Continual relevance – why we are still studying these texts?	How do writers create a convincing argument for their audience?	How do writers present character development throughout a text?	
Knowledge to be learnt	The plot of the text The conventions of a play Elizabethan theatrical conventions Context – supernatural elements, Divine Right of Kings and James I, class, gender, The Gunpower plot	How different poems can convey different effects and meanings. How to identify form and structure and why this is important. Why writers write about identity		Gothic conventions The plot of the text Character development Context Themes Continual relevance – why we are still studying these texts?		Gothic conventions The plot of the text Character development Context Themes Continual relevance – why we are still studying these texts?		The features of writing to argue and persuade Features of speeches, letters and articles. Analysing the effect of language and structure in non-fiction Comparison of texts Purpose and audience of non-fiction texts.	Short story form The plot of the text Character development Context Themes	
Key vocabulary	TRAGEDY/VERSE/PROSE/BLANK VERSE/ SOLILOQUY/ STAGE DIRECTIONS/ ASIDE/ MONOLOGUE/ DIALOGUE/ COUPLET/ RHYMING COUPLET/ IAMBIC PENTAMETER/ RHYTHM/ RHYME/ RHYME SCHEME/ INTERNAL RHYME/ JUXTAPOSITION/ CAESURA/ ENJAMBMENT/ FORESHADOWING/ FOREGROUNDING/ REPETITION/ DYNAMIC CHARACTER/ STATIC CHARACTER/ SIMILE/METAPHOR/PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/OXYMORON/ONOMATOPOEIA/ ALLITERATION/ SIBILANCE/ ASSONANCE	FORM/OPEN FORM/ CLOSED FORM/ SONNET/ ELEGY/ COUPLET/ RHYMING COUPLET/ IAMBIC PENTAMETER/RHYME/ RHYME SCHEME/ RHYTHM/ INTERNAL RHYME/ JUXTAPOSITION/ CAESURA/ ENJAMBMENT/ REPETITION/ FOREGROUNDING/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/ ALLITERATION/ SIBILANCE/ ASSONANCE/ ONOMATOPOEIA/ FORESHADOWING/ EMOTIVE LANGUAGE/ RHETORICAL QUESTION/ SYMBOL/ HYPERBOLE		GOTHIC/ CONVENTION/ PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/ NARRATOR/NARRATIVE/PLOT/ FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/TENSION/RESOLUTION SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/		GOTHIC/ CONVENTION/ PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/ NARRATOR/NARRATIVE/PLOT/ FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/TENSION/RESOLUTION SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/		GENRE/ PURPOSE/AUDIENCE/NON-FICTION/INFORM/EXPLAIN/ DESCRIBE/ FIRST-PERSON/THIRD-PERSON/ JUXTAPOSITION/ CHRONOLOGY/ FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ LOGOS/ANECDOTES/BIOGRAPHY/ AUTOBIOGRAPHY/RHETORIC/ ALLITERATION/ RHETORICAL QUESTION/ REPETITION/ EMOTIVE LANGUAGE/ STATISTICS/ PERSUASIVE LANGUAGE/ HYPERBOLE/ ANADIPLOSIS	SHORT STORY/ CONVENTION/ PROSE/FICTION /FIRST-PERSON/THIRD-PERSON/ NARRATOR/NARRATIVE/PLOT/ FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/TENSION/RESOLUTION SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ LEXICAL FIELD/ OXYMORON/	
The role of reading and comprehension	Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.	Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.	Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.	
The role of independent extended writing	Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.	Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.	Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.	

The role of maths/ numeracy	. Using number to help identify meter/rhythm.		Using number to help identify meter/rhythm		Chronological timeline		Chronological timeline		Chronological timelines. How statistics are used to inform/explain – and the effects.	Chronological timeline
Links to careers/ aspirations	Theatre/ Politics		Careers roles which are linked to a strong sense of identity		Science based careers		Science based careers		Local activism within the community and school. Politics / Media / Journalism	Military careers.
Core skills <i>A skill is a performance built on what a person knows</i>	To be able to: understand a tragedy through comprehension skills; identify language and structural features and analyse their effect; understand the significance of contextual factors; to understand the importance of generic features of a tragedy; critically evaluate texts; use a range of descriptive writing features; use a range of rhetorical features; spell accurately, punctuate accurately and for effect, use a range of sentence types, paragraph accurately, vary sentence starters.		To be able to: understand a range of poetry through comprehension skills; identify language and structural features and analyse their effect; understand the significance of contextual factors; make clear comparisons between texts; critically evaluate texts; use a range of descriptive writing features; use a range of rhetorical features; spell accurately, punctuate accurately and for effect, use a range of sentence types, paragraph accurately, vary sentence starters.		To be able to: understand a Gothic text through comprehension skills; to understand the importance of generic features of the Gothic; identify language and structural features and analyse their effect; understand the significance of contextual factors; critically evaluate texts; use a range of descriptive writing features; use a range of rhetorical features; spell accurately, punctuate accurately and for effect, use a range of sentence types, paragraph accurately, vary sentence starters.		To be able to: understand a Gothic text through comprehension skills; to understand the importance of generic features of the Gothic; identify language and structural features and analyse their effect; understand the significance of contextual factors; critically evaluate texts; use a range of descriptive writing features; use a range of rhetorical features; spell accurately, punctuate accurately and for effect, use a range of sentence types, paragraph accurately, vary sentence starters.		To be able to: understand a range of non-fiction texts through comprehension skills; identify language and structural features and analyse their effect; to link the choices of F/S/L to audience, context and purpose; understand the significance of contextual factors; make clear comparisons between texts; critically evaluate texts; use a range of descriptive writing features; use a range of rhetorical features; spell accurately, punctuate accurately and for effect, use a range of sentence types, paragraph accurately, vary sentence starters.	To be able to: understand a modern play through comprehension skills; identify language and structural features and analyse their effect; understand the significance of contextual factors; to understand how talk is crafted in literature; critically evaluate texts; use a range of descriptive writing features; use a range of rhetorical features; spell accurately, punctuate accurately and for effect, use a range of sentence types, paragraph accurately, vary sentence starters.
Dept. enrichment activities	Link to Shakespeare drama group Watching the play performed		Poetry slams Poetry performance		Links to other Gothic texts (including non-prose texts)		Links to other Gothic texts (including non-prose texts)		Debate club Inter-class debates	Extra-curricular short story competitions
Home learning opportunities	Specific activities targeted to needs of students and related to the unit of study Private independent reading Research tasks Learning the vocabulary - revision flashcards on key terms See a Shakespeare play performed at a local theatre or watch a film adaptation of the play. Go to the Globe theatre		Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading Keep a (creative writing) journal Read a range of poetry independently Watch performance poetry live or on the internet Drafting and editing their own poetry anthology To watch films related to the themes explored in the poetry they are taught		Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading and link to reading bingo Keep a (creative writing) journal Watch Gothic films at home and write a review Show a scene from a gothic film and write a script		Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading and link to reading bingo Keep a (creative writing) journal Watch Gothic films at home and write a review Show a scene from a gothic film and write a script		Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading Research influential activists or current links to LGBTQ+ Read a range of non-fiction (e.g get a newspaper regularly)	Revision for fortnightly quiz Specific activities targeted to needs of students and related to the unit of study Private independent reading Watch a play at the theatre Revision flashcards of key terms.