

Curriculum Map 2021/2022



YEAR 9 ENGLISH

Year 9 English is presented under the overarching theme of Humanity, culture, identity and history. By studying a range of fiction and non-fiction texts, students look at how our history and cultural heritage can shape our understanding of the world.

English in Year 9 encourages students to work independently and collaboratively, developing analytical and evaluative skills and recognising and applying reading and writing techniques. Students will secure a foundation of knowledge and skills on which to build for KS4, KS5 and the wider world.

	Autumn 1 Identity Poetry	Autumn 2 Novel Study Of Mice and Men	Spring 3 Modern Drama A View From the Bridge	Spring 4 Introduction To GCSE Language	Summer 5 Introduction to GCSE Language	Summer 6 GCSE Spoken Language Endorsement
CONTENT <i>Declarative Knowledge - Know what</i>	<ul style="list-style-type: none"> ▪ Comprehension – selecting explicit points ▪ Analysis of language ▪ Analysis of structure ▪ Evaluation of ideas ▪ Summary skills ▪ Comparison of ideas ▪ Writing to describe / narrate ▪ Writing to present a viewpoint Develop explicit and implicit inference	<ul style="list-style-type: none"> ▪ 1930s: American Dream, Great Depression (Dust Bowl), Segregation/ racism, Migrant workers, Gender norms, social hierarchy ▪ Animal imagery ▪ Cyclical structure ▪ Atmosphere and setting ▪ Isolation / loneliness ▪ Friendship ▪ Suffering ▪ Dreams ▪ Disability Weak vs Strong		<ul style="list-style-type: none"> ▪ Comprehension – selecting explicit points ▪ Analysis of language ▪ Analysis of structure ▪ Evaluation of ideas ▪ Summary skills ▪ Comparison of ideas ▪ Writing to describe / narrate ▪ Writing to present a viewpoint Develop explicit and implicit inference	<ul style="list-style-type: none"> ▪ Comprehension – selecting explicit points ▪ Analysis of language ▪ Analysis of structure ▪ Evaluation of ideas ▪ Summary skills ▪ Comparison of ideas ▪ Writing to describe / narrate ▪ Writing to present a viewpoint Develop explicit and implicit inference	Students need a comprehensive knowledge of their chosen topic to speak confidently for 3-4 minutes and answer direct question for 5-6 minutes.
SKILLS <i>Procedural Knowledge Know how</i>	<u>Reading</u>		<u>Reading</u>		<u>Reading</u>	
					<ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts ▪ Use evidence to support interpretations and ideas 	

	<ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts by demonstrating a more personal response. ▪ Use a range of carefully selected evidence to support interpretations and ideas ▪ Analyse writer’s intentions by including a range of appropriate methods. ▪ Make wider contextual links and include the bigger picture. <p>Writing</p> <ul style="list-style-type: none"> ▪ To write in a style that is well-structured, articulate and carefully planned. ▪ To include appropriate and imaginative vocabulary according to task, purpose and audience. <p>To write with technical accuracy - SPAG</p>	<ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts by demonstrating a more personal response. ▪ Use a range of carefully selected evidence to support interpretations and ideas ▪ Analyse writer’s intentions by including a range of appropriate methods. ▪ Make wider contextual links and include the bigger picture. <p>Writing</p> <ul style="list-style-type: none"> ▪ To write in a style that is well-structured, articulate and carefully planned. ▪ To include appropriate and imaginative vocabulary according to task, purpose and audience. <p>To write with technical accuracy - SPAG</p>	<ul style="list-style-type: none"> ▪ Consider writer’s intentions by including appropriate methods. ▪ Make wider links and consider the bigger picture. <p>Writing</p> <ul style="list-style-type: none"> ▪ To write in a style that is well-structured, articulate and carefully planned. ▪ To include appropriate and imaginative vocabulary according to task, purpose and audience. ▪ To write with technical accuracy – SPAG <p>Spoken Word</p> <ul style="list-style-type: none"> • To speak confidently and clearly, listening to audience feedback, to match purpose, audience and format.
<p>KEY QUESTIONS</p>	<p>Autumn 1: How is humanity (and its various traits) presented as universal? How is cultural diversity explored and presented? How do writers celebrate the importance of identity? How do we ensure all histories are deemed equally important?</p> <p>Autumn 2: How is a tragic view of humanity presented? How is culture from a specific time period explored? (link to previous texts). What aspects of society define one’s identity? How does history repeat itself?</p>	<p>Spring 1: How do stage directions create mood and atmosphere? How does the clash of law and culture impact on an immigrant community? How is represented in</p> <p>Spring 2: How does the writer use language to affect the reader? How does the writer use structure to interest the reader? How does the writer use methods to effectively achieve a particular purpose? How do writers explore similarities and differences? How do writers present different viewpoints?</p>	<p>Summer 1: How does the writer use language to affect the reader? How does the writer use structure to interest the reader? How does the writer use methods to effectively achieve a particular purpose? How do writers explore similarities and differences? How do writers present different viewpoints?</p> <p>Summer 2: How do we confidently present our viewpoints? What are the best methods for planning successful presentations? How do we confidently engage in discussion during a recorded presentation? How does body language support an engaging presentation?</p>

ASSESSMENT	<p>Reading into writing: Compare how challenges relating to identity are explored in two poems</p> <p>How is the theme of suffering depicted in the novel Of Mice and Men?</p>	<p>Reading into writing: A View From The Bridge' is about Family dynamics and immigration difficulties. Explain how Eddie tries to protect his family at all costs.</p> <p>KS3 adaptations of AQA Language Paper 1 and Paper 2- including descriptive writing task</p>	<p>Speaking and Listening endorsement: AQA GCSE Spoken Language Endorsement: 3-4 minutes presentation / 5-6 minute discussion</p>
EXTENDED LEARNING	Bedrock vocabulary to develop Tier 2 language	Bedrock vocabulary to develop Tier 2 language Non-fiction articles that support AQA Language Paper 2	Bedrock vocabulary to develop Tier 2 language Planning and research for speaking and listening endorsement task
CROSS CURRICULAR LINKS	<p>Autumn 1: PSHE: Bullying/ intolerance</p> <p>History: Civil Rights movement</p> <p>Autumn 2: History: The Great Depression</p>	Spring 1: History: Post war, American history- the Italian diaspora to America	