

# St Mary's CE High School Curriculum Map 2022-23



## Subject: English

### Year: 9

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.

	<b>Autumn 1 Identity Poetry</b>	<b>Autumn 2 Novel Study A Christmas Carol</b>	<b>Spring 1 Modern Drama A View From the Bridge</b>	<b>Spring 2 Introduction To GCSE Language</b>	<b>Summer 1 Introduction to GCSE Language</b>	<b>Summer 2 GCSE Spoken Language Endorsement</b>
<b>CONTENT</b> <i>Declarative Knowledge - Know what</i>	<ul style="list-style-type: none"> <li>Comprehension – selecting explicit points</li> <li>Analysis of language</li> <li>Analysis of structure</li> <li>Evaluation of ideas</li> <li>Summary skills</li> <li>Comparison of ideas</li> <li>Writing to describe / narrate</li> <li>Writing to present a viewpoint</li> </ul> Develop explicit and implicit inference		<ul style="list-style-type: none"> <li>Family dynamics</li> <li>Culture and identity</li> <li>Immigration</li> <li>Values and respect</li> <li>Masculinity</li> <li>Role of women</li> <li>Honour</li> <li>Popular culture</li> <li>Greek chorus</li> <li>Narration</li> <li>Stage directions</li> <li>Character development</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension – selecting explicit points</li> <li>Analysis of language</li> <li>Analysis of structure</li> <li>Evaluation of ideas</li> <li>Summary skills</li> <li>Comparison of ideas</li> <li>Writing to describe / narrate</li> <li>Writing to present a viewpoint</li> </ul> Develop explicit and implicit inference	<ul style="list-style-type: none"> <li>Comprehension – selecting explicit points</li> <li>Analysis of language</li> <li>Analysis of structure</li> <li>Evaluation of ideas</li> <li>Summary skills</li> <li>Comparison of ideas</li> <li>Writing to describe / narrate</li> <li>Writing to present a viewpoint</li> </ul> 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.
<b>SKILLS</b> <i>Procedural Knowledge Know how</i>	<u>Reading</u> <ul style="list-style-type: none"> <li>Respond to key ideas and concepts in set texts by demonstrating a more personal response.</li> <li>Use a range of carefully selected evidence to support interpretations and ideas</li> <li>Analyse writer's intentions by including a range of appropriate methods.</li> </ul>		<u>Reading</u> <ul style="list-style-type: none"> <li>Respond to key ideas and concepts in set texts by demonstrating a more personal response.</li> <li>Use a range of carefully selected evidence to support interpretations and ideas</li> <li>Analyse writer's intentions by including a range of appropriate methods.</li> </ul>		<u>Reading</u> <ul style="list-style-type: none"> <li>Respond to key ideas and concepts in set texts</li> <li>Use evidence to support interpretations and ideas</li> <li>Consider writer's intentions by including appropriate methods.</li> <li>Make wider links and consider the bigger picture.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Make wider contextual links and include the bigger picture.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To write in a style that is well-structured, articulate and carefully planned.</li> <li>To include appropriate and imaginative vocabulary according to task, purpose and audience.</li> </ul> <p>To write with technical accuracy - SPAG</p>	<ul style="list-style-type: none"> <li>Make wider contextual links and include the bigger picture.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To write in a style that is well-structured, articulate and carefully planned.</li> <li>To include appropriate and imaginative vocabulary according to task, purpose and audience.</li> </ul> <p>To write with technical accuracy - SPAG</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To write in a style that is well-structured, articulate and carefully planned.</li> <li>To include appropriate and imaginative vocabulary according to task, purpose and audience.</li> <li>To write with technical accuracy – SPAG</li> </ul> <p><b>Spoken Word</b></p> <ul style="list-style-type: none"> <li>To speak confidently and clearly, listening to audience feedback, to match purpose, audience and format.</li> </ul>
<b>KEY QUESTIONS</b>	<p><b>Autumn 1:</b> How is <b>humanity</b> (and its various traits) presented as universal? How is <b>cultural</b> diversity explored and presented? How do writers celebrate the importance of <b>identity</b>? How do we ensure all <b>histories</b> are deemed equally important?</p> <p><b>Autumn 2:</b></p>	<p><b>Spring 1:</b> 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><b>Spring 2:</b> 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><b>Summer 1:</b> 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><b>Summer 2:</b> 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>
<b>ASSESSMENT</b>	<p><b>Reading into writing:</b> Compare how challenges relating to identity are explored in two poems</p>	<p><b>Reading into writing:</b> 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><b>Speaking and Listening endorsement:</b> AQA GCSE Spoken Language Endorsement: 3-4 minutes presentation / 5-6 minute discussion</p>

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<b>EXTENDED LEARNING</b>	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
<b>CROSS CURRICULAR LINKS</b>	<b>Autumn 1:</b> PSHE: Bullying/ intolerance  History: Civil Rights movement <b>Autumn 2:</b> History: Victorian England	<b>Spring 1:</b> History: Post war, American history- the Italian diaspora to America	