

St Mary's CE High School Curriculum Map 2023-24
YEAR 9 English Language and Literature



Through the exploration of literature and language, students embark on a transformative journey, developing cultural, emotional, intellectual, social, and spiritual growth. Reading becomes a gateway to acquiring knowledge and expanding existing foundations, fuelling curiosity and lifelong learning, as well as fostering equitable access to cultural capital. By embracing the richness of literature and language, we empower students to become articulate communicators, compassionate global citizens and the voices of a brighter future so they see no barriers to aspiring to ambitious careers.

	Autumn 1 & 2 Exploring Identity	Spring 1 & 2 Gothic Tradition	Summer 1 An Inspector Calls	Summer 2 Spoken Language Endorsement
CONTENT	<p>Text Studied: Poetry Texts:</p> <ul style="list-style-type: none"> Age & innocence/Discrimination/Authority - <i>Thirteen</i> Language and Identity – <i>The Right Word</i> Perception/Truth/Time - <i>Mirror</i> Living between two cultures/Race/Language - <i>Search For My Tongue</i> Migration – <i>Windrush Child</i> <p>Non- Fiction Texts: A range of non-fiction text that explore issues around identity - this includes speeches and opinion articles</p> <p>Key Knowledge: Identity; individual experience, diversity; community; Culture and Tradition; Racism; Morality; Empathy; Alienation; Change; Action; Power; Freedom; Justice; Control; Impermanence</p>	<p>Text Studied: Novel: <i>Wuthering Heights</i> – Emily Bronte Extracts :</p> <ul style="list-style-type: none"> <i>The Castle of Otranto</i> (1764) - Horace Warpole <i>The Mysteries of Udolpho</i> (1794) - Ann Radcliffe <i>Jane Eyre</i> (1847) – Charlotte Bronte <i>The Yellow Wallpaper</i> (1892) - Charlotte Perkins Gilman <i>Great Expectations</i> (1860) - Charles Dickens <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (1886) - Robert Louis Stevenson <i>Frankenstein</i> (1818) - Mary Wollstonecraft Shelley <i>Beloved</i> (1987) - Toni Morrison <p>Short Stories:</p> <ul style="list-style-type: none"> <i>The Oval Portrait</i> (1842) - Edgar Allan Poe <p>Key Knowledge: Duality; Fin de Siècle; Sublime; Romanticism; Victorian Context; Social anxieties; Grotesque; the human condition; physiognomy; Gothic conventions; Byronic hero;</p>	<p>Text Studied: Play: <i>An Inspector Calls</i> Key Knowledge: Class; Gender; Inequality; Generational Divide; Morality; Omniscience; Social Responsibility; Power and Privilege; Context Edwardian and Post-WW2; Archetypes; Supernatural; Setting; Lighting; Foreshadowing; Costume; Props; Dramatic Irony; Stage Directions;</p>	<p>Spoken Language Endorsement (Language Paper 2 Writing to Present a Viewpoint) Exploration of spoken language through the presentation of a topic that has been researched. Text Studied: Film: My Murder Topics Researched -any from list: Gender equality, gender in the media/ death penalty/ violence in video games/etc</p>
SKILLS	<p>Reading Skills:</p> <ul style="list-style-type: none"> Identify and explain and explain the effects of figurative language Identify and explain the effect of structural methods in poetry Inference skills Use evidence to support interpretations and ideas Respond to key ideas and concepts in in set texts 	<p>Reading Skills:</p> <ul style="list-style-type: none"> Embedding Victorian context and social anxieties into analytical responses Link context to central themes and reflect on the human condition Close analysis of language to present characters Use of epithets to evaluate and analyse Gothic characters and conventions 	<p>Reading Skills:</p> <ul style="list-style-type: none"> Respond to key ideas and oncepts in set texts by demonstrating a more personal response. Use a range of carefully selected 	<p>Reading Skills:</p> <ul style="list-style-type: none"> Research of a topic that is interesting to the students. Gathering of data and research. <p>Writing skills:</p>

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	<ul style="list-style-type: none"> Consider writers intentions by including appropriate methods Make wider links and consider contextual factors Making links across texts for comparison <p>Writing Skills</p> <ul style="list-style-type: none"> To write in a style that is appropriate to genre, audience and purpose To write in a style that is well structured, articulate and carefully planned To include appropriate and imaginative vocabulary To write with technical accuracy – SPAG SPAG rules revisited <p>Oracy:</p> <ul style="list-style-type: none"> To speak confidently and clearly, listening to audience feedback, to match purpose, audience and format. 	<ul style="list-style-type: none"> Evaluate intentions in creating characters and their state of mind Building tension <p>Writing Skills</p> <ul style="list-style-type: none"> ☐ applying knowledge gained from close analyse to use language as writers themselves ☐ To write in a style that is appropriate to genre, audience and purpose ☐ To write in a style that is well structured, articulate and carefully planned ☐ To include appropriate and imaginative vocabulary ☐ To write with technical accuracy – SPAG ☐ SPAG rules revisited 	<p>evidence to support interpretations and ideas.</p> <ul style="list-style-type: none"> Analyse the writer's intentions by including a range of appropriate methods. Make wider contextual links and include the bigger picture. <p>Writing Skills:</p> <ul style="list-style-type: none"> Accurate punctuation, spelling and grammar used through formal English essay writing skills Use of specific vocabulary that will aid the meaning/specificity of the essay 	<ul style="list-style-type: none"> Speech writing to persuade, inform and argue. Structure of speeches integrate persuasive devices for effect The use of formal language and vocabulary Aiming to meet the needs of an audience through tone and style. Key SPaG rules will be revisited. Focus on rhetorical devices <p>Oracy:</p> <ul style="list-style-type: none"> To speak confidently and clearly, listening to audience feedback, to match purpose, audience and format.
KEY QUESTIONS	<p>How is humanity (and its various traits) presented as universal?</p> <p>How is cultural diversity explored and presented?</p> <p>How do writers celebrate the importance of identity?</p> <p>How do we ensure all histories are deemed equally important?</p> <p>How does the writer use language to affect the reader?</p> <p>How does the context influence the way characters and themes are presented?</p> <p>How can themes such as social injustice be presented whilst still be an engaging text?</p> <p>How do writers present character development?</p>	<p>What are the key conventions that are considered as part of the Gothic genre?</p> <p>How is the opening of Wuthering Heights symbolic of the Gothic?</p> <p>How does Bronte present Cathy and Heathcliff as outsiders?</p> <p>To what extent is Heathcliff's social position responsible for the misery and conflict so persistent in the novel?</p> <p>Is Catherine's love for Heathcliff what causes her downfall?</p> <p>Bronte uses the supernatural in an unconventional sense within the novel. To what extent do you agree?</p>	<p>How and why does Sheila change in An Inspector Calls?</p> <p>How does Priestley explore responsibility in An Inspector Calls?</p> <p>How does Priestley explore the idea of blame in An Inspector Calls?</p>	<p>How do we confidently present our viewpoints?</p> <p>What are the best methods for planning successful presentations?</p> <p>How do we confidently engage in discussion during a recorded presentation?</p>

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	How does the structure of a text impact on the narrative?	To what extent does it seem that history is repeating itself with the younger generation? How does Bronte use structural techniques within the novel? How does Bronte portray Heathcliff as inherently evil? What is the nature of love in the novel, that it can be so closely connected to vengeance?	How does Priestley explore the ideas of status and power in An Inspector Calls? How is dramatic irony used for effect in the play?	How does body language support an engaging presentation?
ASSESSMENT	Exploring Identity: Poetry Comparison Reading Assessment Exploring Identity: Transactional Writing Assessment	Gothic Traditions: Reading Assessment on Wuthering heights Gothic Traditions: Transactional writing Assessment	AIC: Reading Assessment that begins to introduce GCSE style exam questions	