



**Curriculum Map: Year: 9 Subject: English**

<b>Topic</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
<b>'Romeo and Juliet' – Full Shakespeare play</b>	All students will: <ul style="list-style-type: none"> <li>• enjoy the experience of studying a full Shakespeare play</li> <li>• understand the full plot of 'Romeo and Juliet'</li> <li>• understand the key characters: Romeo; Juliet; Tybalt; Mercutio</li> <li>• analyse the language used to create an effect in key extracts from the play</li> <li>• be able to trace the key themes of love and hate throughout the play</li> <li>• understand how to plan, structure and write a thematic analytical essay</li> </ul>	All students should be able to: <ul style="list-style-type: none"> <li>- read aloud within a group</li> <li>- give opinions on characters and how they are presented</li> <li>- find evidence to support their ideas in the text</li> <li>- analyse language used to create an effect</li> <li>- use appropriate terminology to discuss writer's methods</li> <li>- to consider the writer's overall intentions when creating the work</li> <li>- to consider the audiences' reactions to the play and how this may change through time</li> </ul>	All students will: <ul style="list-style-type: none"> <li>- Complete a thematic analytical essay on the theme of love and hate in the play</li> </ul>
<b>'Rhetorically Speaking</b>  <b>Non-fiction reading, writing, speaking and listening</b>	All students will: <ul style="list-style-type: none"> <li>• Engage with the national school's Parliament Week</li> <li>• Understand what parliament is and the role of an MP</li> <li>• Read and listen to maiden speeches and understand their key features</li> <li>• Understand the criteria and conventions of formal and informal letter writing</li> <li>• Develop their ideas about rhetoric</li> <li>• Explore a range of speeches and presentations</li> <li>• Identify some rhetorical devices and their effect</li> <li>• Consider how and why writers use humour</li> </ul>	All students should be able to: <ul style="list-style-type: none"> <li>• Read and understand a range of speeches and presentations</li> <li>• Explain what rhetoric is and how and why it is used (logos, pathos, ethos)</li> <li>• Plan, structure and write a maiden speech</li> <li>• Write a formal letter to their MP about a local issue</li> <li>• Compare and evaluate the effectiveness of political speeches</li> <li>• Identify and use some rhetorical devices in order to write and speak persuasively</li> <li>• Identify and use some humour in order write and speak engagingly</li> </ul>	Ongoing formative assessment

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	<ul style="list-style-type: none"> <li>Develop speaking and listening skills by giving presentations</li> </ul>	<ul style="list-style-type: none"> <li>Write using a variety of sentences, vocabulary and punctuation</li> <li>Proofread their own writing and correct their mistakes</li> </ul>	
<b>War Poetry - English literature</b>	<p>All students will:</p> <ul style="list-style-type: none"> <li>Enjoy the experience of reading a range of complex poetry based on the theme of war including: 'Dulce et Decorum Est', 'Who's for the Game?', 'Out of the Blue', 'Not my business', 'War horse', 'The Last Post'</li> <li>Understand how culture and context impacts poetry</li> <li>Identify a range of poetic methods and their effect</li> <li>Identify the structure of a poem and how and why it changes</li> <li>To consider alternative interpretations to the poems</li> <li>Consider the structuring of their own writing</li> <li>To consider some of the complex issues raised in the poems eg. war, propaganda, terrorism, psychological impacts of conflict</li> <li>Use some of the ideas and methods to inspire their own poetry</li> <li>Practise writing narratives based on the poems</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>Read and understand a range of complex poetry</li> <li>Give opinions on what they have read</li> <li>find evidence to support their ideas in the text</li> <li>Analyse the language and structure used and the effect</li> <li>Explain the effect of some of the writer's methods</li> <li>To give opinions on alternative interpretations of the poems</li> <li>Plan, structure and write an effective piece of poetry and a narrative</li> <li>To use a range of language methods for effect</li> <li>Write using a variety of sentences, vocabulary and punctuation</li> <li>Proofread their own writing and correct their mistakes</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>Complete a narrative inspired by one of the poems.</li> </ul>
<b>'Pitch Perfect'</b>	<p>All students will:</p> <ul style="list-style-type: none"> <li>Further develop their ideas about Genre, Audience and Purpose</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>Identify genre, audience and purpose of a variety of products, adverts and packaging</li> </ul>	<p>All students will:</p>

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<p><b>- Media and Spoken Language project</b></p>	<ul style="list-style-type: none"> <li>• Understand the differences between language devices and presentational devices and their effect – specifically in advertising and packaging</li> <li>• Understand what makes an effective social media advert</li> <li>• Understand what makes an effective pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use language devices and presentational devices effectively</li> <li>• Develop an idea for their own product and packaging</li> <li>• Use a style model to analyse how products are advertised</li> <li>• Create an effective social media advert that meets the GAP of the product</li> <li>• Plan, structure and write an effective pitch for their product</li> </ul>	<p>Deliver a ‘pitch’ style presentation with a partner to the rest of the class</p>
<p>‘The Giver’ <b>- English Literature</b></p>	<p>All students will:</p> <ul style="list-style-type: none"> <li>• Enjoy the experience of reading a modern classic</li> <li>• Understand the plot of the novel</li> <li>• Understand the significance and portrayal of a range of characters</li> <li>• Understand what a dystopia is and its key features</li> <li>• Understand how the themes of ‘sameness versus diversity’ and ‘the importance of memories’ are presented</li> <li>• Understand the context of the text</li> <li>• Understand the structure of the text</li> <li>• Be able to evaluate whether they agree with a statement about the text</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• give opinions on characters and how they are presented</li> <li>• find evidence to support their ideas in the text</li> <li>• annotate a key extract in detail</li> <li>• analyse some of the methods used by Lowry to create an effect</li> <li>• use appropriate terminology to discuss writer’s methods</li> <li>• to consider how context influenced the ideas in the text (Lowry’s life, eugenics etc)</li> <li>• to consider the writer’s views on diversity and ‘sameness’ and how these influences the ideas in the text</li> <li>• be able to plan, structure and write an analytical essay which answers an exam question</li> </ul>	<p>All students will:</p> <p>Complete an extract-based analytical essay evaluating how Lowry creates a scary and horrific scene</p>

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<p><b>'Dynamic description'</b> - Transition to KS4 unit</p>	<p>All students will:</p> <ul style="list-style-type: none"> <li>• Enjoy reading and listening to a range of iconic and modern descriptions from high quality writers</li> <li>• Explore how writer's create powerful descriptions through use of structure, language and other methods</li> <li>• Use some of the ideas and methods to inspire their own descriptive writing</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Plan, structure and write according to the genre</li> <li>• Write using a variety of sentences, vocabulary and punctuation</li> <li>• Proofread their own writing and correct their mistakes</li> </ul>	<p>Ongoing formative assessment</p>
<p><b>Fortnightly throughout the year</b>  <b>'Adventures in reading'</b></p>	<p>All students will:</p> <ul style="list-style-type: none"> <li>• Enjoy being introduced to a wide range of high-quality short stories and extracts with a particular focus on diverse voices and experiences</li> <li>• Understand the conventions of different fiction genres</li> <li>• Take part in a discussion about the key ideas in the text in small groups and as a whole class</li> <li>• Reflect on their own response to the ideas and issues raised in the text and complete a short written review</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Read along with the whole class (or read aloud if they choose to)</li> <li>• Give opinions on the key ideas in the text</li> <li>• Reflect thoughtfully on what they have read and discussed</li> </ul>	<p>Ongoing formative assessment</p>