



# Curriculum Map

Subject: English

Year group: Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Of Mice and Men</p> <ul style="list-style-type: none"> <li>- The plot of the novel</li> <li>- Context of 1930s America</li> <li>- Theme of ‘outsiders’</li> </ul> <p>Key Terms:            American Dream            Gender            Social Status            Discrimination            Symbolism            Structure            Foreshadowing</p>	<p>WW1 Literature</p> <ul style="list-style-type: none"> <li>- Poetry and extracts of prose.</li> <li>- Context of WW1.</li> <li>- Theme of ‘appearance vs reality’</li> </ul> <p>Key Terms:            Comradeship            Propaganda            Jingoism            Comparative analysis</p>	<p>Writing Inspired By</p> <ul style="list-style-type: none"> <li>- Using images and music to inspire our own creative writing.</li> <li>- Know what good writing looks like.</li> </ul> <p>Key Terms:            Figurative techniques            Punctuation            Syntax</p>	<p>Much Ado About Nothing</p> <ul style="list-style-type: none"> <li>- To revisit Shakespeare in order to progress understanding of the language, context and themes.</li> </ul> <p>Key Terms:            Patriarchal society            Reputation            Characterisation            Gender            Comedy            Symbolism</p>	<p>Exploring Characters in Literature</p> <ul style="list-style-type: none"> <li>- To look at a range of extracts from mainly 19th century texts.</li> <li>- To analyse language and structure and how it has been used to create effect.</li> </ul> <p>Key Terms:            Cyclical            Characterisation            Foreshadowing</p>	<p>Spoken Language</p> <ul style="list-style-type: none"> <li>-To consider the craft of speech writing</li> <li>-To write an engaging speech on a topical subject</li> </ul> <p>Key terms:            Rhetorical devices            The language of argument and debate</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> <li>-To read for meaning and understand viewpoint</li> <li>-To analyse Steinbeck’s craft</li> <li>- To consider the complex themes within the novel</li> </ul>	<ul style="list-style-type: none"> <li>-To analyse unseen poetry from a range of poets whilst applying contextual understanding.</li> <li>-To be able to develop comparative analytical writing.</li> </ul>	<ul style="list-style-type: none"> <li>-To engage the reader using a range of techniques and language within creative writing.</li> <li>-To be able to use an image as a stimulus, coming up with ideas independently.</li> </ul>	<ul style="list-style-type: none"> <li>-To consider the complex characterisation of Shakespeare’s characters</li> <li>-To become familiar with Shakespeare’s language and context</li> <li>-To write an analytical essay</li> </ul>	<ul style="list-style-type: none"> <li>-To build the skills to be able to understand and analyse previously unseen extracts.</li> <li>-Keep in mind the impact of devices on reader.</li> <li>-To be able to write analytically focussing on language and structure.</li> </ul>	<ul style="list-style-type: none"> <li>- To consider the craft of a variety of speeches and articles</li> <li>- To develop the skills of oracy</li> <li>- To develop a deep understanding of the language of argument and debate</li> </ul>



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						- To craft a personal response to topical subject
<b>Key Questions</b>	How does Steinbeck construct characters? How are key themes presented in the novel? How does context shape the novel?	How do different writers explore war? What are the key themes in the texts? How does context shape the texts/ extracts?	How do you respond to this image? How would you create vivid imagery? How do writers create interest in their texts? How can you interest your reader in a piece of extended writing?	How does Shakespeare construct characters and relationships? How does context shape the themes in the play?	How do writers develop characters? What are the key themes and feelings in the extracts? How does context shape the texts?	What makes a great speech? How do I writing a speech? What are the key techniques used in speech writing?
<b>Assessment</b>	To write two analytical essays	To write two analytical essays	Produce two creative writing pieces	To write two analytical essays	To write two analytical essays	To write and present a speech on a topic of your choice
<b>Literacy/Numeracy/ SMSC/Character</b>	Literacy: extended writing. Developing analytical skills. Focus on grammar, punctuation and spelling. SMSC/ Character: develop understanding of marginalised people	Literacy: extended writing. Developing analytical skills. Focus on grammar, punctuation and spelling. SMSC/ Character: develop understanding of war and the emotional effects of these events.	Literacy: extended writing. Focus on grammar, punctuation and spelling SMSC/ Character: developing a personal response to an image/ stimuli.	Literacy: extended writing. Developing analytical skills. Focus on grammar, punctuation and spelling. SMSC/ Character: engagement with historical context and relationships in different time periods.	Literacy: extended writing. Developing analytical skills. Focus on grammar, punctuation and spelling. SMSC/ Character: engagement with a range of characters in different situations	Literacy: extended writing. Focus on grammar, punctuation and spelling. Developing an argument in writing. Numeracy: using statistics and research in writing. SMSC/ Character: developing confidence in presentation skills. Engagement with global issues.