



Curriculum Map

Subject: English

Year group: Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>In The Sea There Are Crocodiles Coming of Age Journeys</p> <p>Key Terms Experience Journey Discrimination Suffering Resilience Viewpoint Refugee</p>		<p>Much Ado About Nothing Comedy Gender</p> <p>Key Terms Gender Roles Patriarchy Comedy Expectations Context Form Genre</p>	<p>Protest Poetry Voice Challenge</p> <p>Key Terms Rhyme Metaphor Personification Simile Caesura</p>	<p>Spoken Language Project Spoken Language Endorsement</p> <p>Key Terms Dialect Sociolect Idiolect Representation Gender Identity Diversity</p>	
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>To read for meaning and understand different viewpoints To analyse craft including language and structure To consider how genre is built within the text To consider how Geda has crafted a real-life account of a refugee To craft an argument To craft an analytical response</p>		<p>To read for meaning and understand different viewpoints To analyse Shakespeare’s craft, including language and structure To understand how genre is built within the play To understand Shakespeare’s craft and purpose To craft a script which clearly fits genre</p>	<p>To read for meaning and understand different viewpoints To analyse poets’ craft, including their use of language and structure To consider a writer’s craft and purpose To craft their own writing using a variety of language techniques To craft their own use of structure</p>	<p>To read for meaning and understand different viewpoints To analyse how language is used to present different ideas To understand how perspective is constructed To understand the construction of bias To understand how to construct their own representative text</p>	



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			To be able to produce writing which clearly fits the purpose	
Key Questions	<p>How does the non-fiction element of the text affect its reception?</p> <p>How is the migrant experience presented in this text and the wider media?</p>	<p>What are the conventions of comedy?</p> <p>How does Shakespeare use the conventions of comedy?</p>	<p>How do poets address different contexts in their work?</p> <p>What are the different ways poetry can capture human experience of conflict?</p>	<p>How are different attitudes and perspectives constructed through language?</p> <p>What is bias and how is it construct?</p> <p>How do we use language to diverge and converge?</p>
Assessment	<p>How does Geda present the treatment of Enaiat as unfair?</p> <p>How are Enaiat’s journeys presented as difficult?</p> <p>All children should have access to education. Write an article in support of this argument.</p>	<p>How are Beatrice and/or Hero presented at the start of the play?</p> <p>How are women presented in the play as a whole?</p>	<p>What are the similarities and differences in the ways Ciaran Carson’s ‘Belfast Confetti’ and John McCrae’s ‘In Flanders Feilds’ present conflict?</p> <p>How does Amanda Gorman construct a voice of protest in her poem ‘The Hill We Climb’?</p> <p>‘We close the divide because we know, to put our future first,</p>	<p>How does the MailOnline article use language and other devices to represent teenagers and issues relating to their language in the article?</p> <p>How does the Guardian article represent some of the issues relating to gender in the advertising world?</p> <p>GCSE Spoken Language Assessment.</p>



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			<p>we must first put our differences aside.' - Gorman, <i>The Hill We Climb</i></p> <p>Write a speech in which you explain the importance of free speech.</p>	
Literacy/Numeracy/SMSC/Character	<p>Students develop literacy skills through a variety of reading and writing activities. This scheme is rooted in contextual understanding of the Taliban in Afghanistan in the 1990s, challenging student to grapple with a variety of social, moral spiritual and cultural issued.</p>	<p>Students develop literacy skills through a variety of reading and writing activities. Social and cultural issues around gender and stereotyping are explored through Shakespeare's characterisation. Students have the opportunity to build their confidence in reading and playing a Shakespearean text in class.</p>	<p>Students develop literacy skills through a variety of reading and writing activities. Ideas around freedom and justice are central to this scheme and students explore moral, social and cultural issues through the poetry. Students have the opportunity to develop confidence in reading and reciting poetry in this unit.</p>	<p>Students develop literacy skills through a variety of reading and writing activities. Cultural issues played out in the language we use sit at the heart of this scheme and encourages lively debate. The final task of delivering a speech on a topic is an opportunity for students to enjoy the skills they have mastered at the end of year 9.</p>