



# Curriculum Map

**Subject: English**

**Year group: Year 9**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>  <i>Declarative Knowledge – ‘Know What’</i>	<b>In The Sea There Are Crocodiles</b> Coming of Age Journeys  <b>Key Terms</b> Experience Journey Discrimination Suffering Resilience Viewpoint Refugee	<b>Theme: Viewpoints and Perspectives</b> Core Text: Non-fiction anthology- 19th Century to the modern day  <b>Key Terms</b> Perspective Viewpoint Opinion Form Rhetoric Comparison Changing viewpoints	<b>Much Ado About Nothing</b> Comedy Gender  <b>Key Terms</b> Gender Roles Patriarchy Comedy Expectations Context Form Genre	<b>Spoken Language Endorsement</b>  <b>Key Terms</b> Rhetoric Persuasion Form Structure Oration	<b>Explorations in Fiction</b> Core Text: The Pearl by John Steinbeck  <b>Key Terms</b> Symbolism Parable Morals Oppression Dehumanisation Narrator	<b>Protest Poetry Voice Challenge</b>  <b>Key Terms</b> Rhyme Metaphor Personification Simile Caesura
<b>Skills</b>  <i>Procedural Knowledge – ‘Know How’</i>	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 read for meaning and understand different viewpoints across time. To analyse writers’ craft in 19th Century texts and modern day. To compare the use of language and the perspectives constructed.	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 persuasive writing. To speak clearly and fluently in front of an audience. To respond to questions on a chosen subject.	To read for meaning and understand parables. To analyse craft including language and structure. To craft a creative piece of writing. To employ a range of techniques in our writing to develop description and character.	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



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	To craft an analytical response		To craft a script which clearly fits genre			To be able to produce writing which clearly fits the purpose
<b>Key Questions</b>	How does the non-fiction element of the text affect its reception? How is the migrant experience presented in this text and the wider media?	How do the writers present their different perspectives? How has language been used to affect reader response?	What are the conventions of comedy? How does Shakespeare use the conventions of comedy?	How do you communicate effectively? How have you crafted your speech?	How does Steinbeck present the key messages of the text? How can you employ writing techniques to develop your creative writing?	How do poets address different contexts in their work? What are the different ways poetry can capture human experience of conflict?
<b>Assessment</b>	How does Geda present the treatment of Enaiat as unfair?  How are Enaiat's journeys presented as difficult?	Compare how the writers convey their different feelings and perspectives.  Writing to persuade.	How are Beatrice and/or Hero presented at the start of the play?  How are women presented in the play as a whole?	Write and deliver a speech on a topic of your choice.	Write a description based on your reading of <i>The Pearl</i> .	Compare the ways poets present their attitudes to war in 'Dulce et Decorum est' and 'Who's for the Game?'
<b>Literacy/Numeracy/SMSC/Character</b>	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	Students discuss a range of topics and the surrounding attitudes towards these. They shape their own attitudes and perspectives through discussion and written tasks.	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 develop speaking and listening skills by exposure to a range of speakers across time. We look at issues including racism, anti-semitism, climate change, disability and sexism.	Students discuss moral choices, discrimination and prejudice, as well as family relationship and changing characters through experience.	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



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	student to grapple with a variety of social, moral spiritual and cultural issued.		Students have the opportunity to build their confidence in reading and playing a Shakespearean text in class.			cultural issues through the poetry. Students have the opportunity to develop confidence in reading and reciting poetry in this unit.
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