

Curriculum Map

Subject: English

Year Group: 9

	Autumn 1 – English Literature (3 weeks)	Autumn 1 – English Language Creative Prose Writing (4 weeks)	Autumn 2 – English Language Component 1 Reading (5 weeks)	Autumn 2 – Component 1 English Literature Nature and relationships poetry (2 weeks)	Spring 1 - Component 2 English Literature Unseen Poetry (4 weeks)	Spring 2 – Component 2 English Language Transactional and Persuasive Writing (5 weeks)	Summer term Component 2 English Literature Blood Brothers
Content- WHAT will be learned? What previous learning can be linked?	War poetry – links to Private Peaceful in Year 7; poetry unit in Year 7	Narrative writing What effective narrative writing looks like Links to previous narrative schemes of work in Years 7 and 8	How to apply APE to GCSE level texts This is an acronym taught to a basic level in Years 7 and 8 using age-appropriate texts How to structure a GCSE Reading response	The six (mostly!) modern poems in the Poetry Anthology which focus on nature and relationships (Cozy Apologia, Valentine, Afternoons, Death of a Naturalist, Living Space, As Imperceptibly as Grief)	How to analyse an unseen poem in the GCSE exam Links to previous study of poetry in Years 7 and 8	How to write a range of different non-fiction text types including speeches, letters, articles, reviews and reports and to adapt writing according to audience and purpose.	Study of the play Blood Brothers by Willy Russell. New learning
Skills- What will be developed?	Poetic techniques – language and structure How poetry conveys key messages and can be used to explore people’s personal experiences Understanding poetry as propaganda Analysing language for effect Essay writing Effect on audience	Reinforcement of the story mountain Understanding of the GCSE mark scheme How to use ‘show not tell’ to demonstrate a character’s emotions Consideration of structural features to write a successful story	Reading for meaning Use of APE Effective selection of quotations Reading for explicit and implicit information Evaluation of a text Consideration of how character is presented	Poetic techniques – language and structure How poetry conveys key messages and can be used to explore people’s personal experiences Analysing language for effect Essay writing Effect on audience	Poetic techniques – language and structure How poetry conveys key messages and can be used to explore people’s personal experiences Analysing language for effect Essay writing Effect on audience Recognising patterns of language and theme in a text	An understanding of the genre conventions and layout of different text types How to write for different audiences SPaG and written accuracy An understanding of how these text types might be used in ‘the real world’ Real-world skills such as writing formal letters for job applications Development of vocabulary	Understanding of stagecraft and scripting a play Consideration of how a playwright presents theme and character Responding to a GCSE exam answer Use of PEARL Understanding of key dramatic terminology: tragedy, theme, motif, foreshadowing and symbolism
Key ‘How’/‘Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Understanding historical context of the poems including World War 1, The Boer War and the Balkans War	Exploration of effective storytelling, for example looking at Alice Walker’s short story ‘Flowers’	Use of the text – The Book Thief’ leads to a brief exploration of the presentation of life for young people in Germany under the Nazis	Understanding the context of each of the poems Significant questions are raised in the poems – What different sorts of relationships are presented in Cozy Apologia and Valentine and which is preferable? What are the roles of men and women in society (Afternoons)?	The unseen poetry covered in the scheme of work includes poems that focus on issues linked to suicide, old age and relationships. Greek mythology is also a focus of one poem.	Why and how people adapt their writing for different audiences and purposes Consideration of media texts and how the media can be used to express individual points of view	Understanding of the play’s 1980s background Social class and how it impacts on society Nature vs nurture debate Religion and superstition The role of education in impacting people’s lives Tragedy as a genre

				How does grief feel? When do we lose our innocence? Why do people live in slums?			
SEND- how will support be seen? Seating plans? Simplified questions?	Key vocabulary sheets Use of modelling and annotation under the visualiser Use of model answers	A scaffolded approach to writing stories will be used. The story mountain is part of this. Consideration of openings, Exemplars given to support students, SPaG starters, used across the school develop literacy skills	Use of the acronym 'APE' to structure reading responses Heavily scaffolded responses and exemplars The assessment used is has a vocabulary and reading age suitable for Year 9 (it is not the same level as a typical Year 11 text)	Key vocabulary sheets Use of modelling and annotation under the visualiser Use of model answers	The scheme of work will focus on scaffolded techniques for breaking down and analysing an unseen poem Close analysis of question requirement Modelling Visualiser work	Detailed Writing plans are given in the PowerPoint slides including sentence stems Careful modelling of the planning process which will include whole class discussion on how to do this Model answers/ exemplars Visualiser work	Use of a film version to supporting understanding of the text Breaking down key vocabulary Modelling exemplar answers
Assessment- What? Why?	Use of SENECA to assess homework 20 minute timed response of a single poem	Narrative writing assessment in November	Jake and Arthur assessment	Assessment to be completed on returning to school in January	Live-marking to be done in class. No formal assessment.	Formal assessment to be done on 22 nd March – on piece of transactional writing	GCSE assessment towards the end of studying the text
What memory for skills will be required- modelling? Concrete answers? Retrieval?	Learning of key quotes Learning historical details – Who? When? Why? Where? What? Use of knowledge organisers to support	Knowledge of the story mountain and effective story openings	Modelling of reading responses Ensure students can apply APE accurately	Learning of key quotes Learning historical details – Who? When? Why? Where? What? Use of knowledge organisers to support	Skills based – there is no content to learn. Pupils need to remember the method they are taught and be able to apply it to any unseen poem they are given.	Pupils will need to remember the conventions for each style of writing e.g. how to set out a formal letter, to use subheadings in a report etc.	Retrieval of key quotations The chronology and key events of the play Understanding and retrieval of key terminology linked to the play
Literacy- reading, extended accurate writing and oracy opportunities	Reading for meaning Extended writing Academic voice SPaG accuracy	Writing	Reading for meaning and close examination of authorial technique including the correct selection of material to answer questions	Reading for meaning Extended writing Academic voice SPaG accuracy	Reading for meaning.	An extended piece of writing would be expected most lessons	Reading for meaning
Numeracy/computing skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Character development	Making personal judgements about the poetry – is The Soldier a propaganda poem? Should it be read on November 11 th ? Consideration of how war is portrayed – is it	Thinking creatively Considering personal experience	Consideration of how relationships are presented across many of the texts is a focus The final question on the paper asks students to give a personal evaluation of an aspect	Making personal judgements about the poetry – consideration of issues around relationships, gender, growing up and poverty	A range of issues are presented in the poems that invite further discussion e.g. suicide and depression, old age and loneliness and relationships	Pupils need to be able express their views clearly on a range of different topics How to structure an argument effectively	Consideration of social class and how it impacts on people's lives and life chances and how people are treated Discussion of why people believe in

	noble and glorious or violent and barbaric? What are the longer term consequences of war? Personally? For a country?		of the text and present their feelings about a character				superstition and religion – are there any similarities?
Equality/Diversity opportunities	Presentation of relationships and disability e.g. The Manhunt	Some students might choose to focus on this as an issue within their story	The text used, 'The Book Thief' considers issues linked to race and the treatment of Jewish people in Nazi Germany	Presentation of gender in 'Afternoons' and 'Cozy Apologia' Understanding of issues of poverty and why people live in slums	Consideration of old age and why elderly people can be lonely	There might be some consideration of how writing has to be adapted for different audiences, for example the elderly	Appreciating gender inequalities and stereotypes
Homework/Independent learning	Seneca Learning	Homework will be based around Literature revision which will be a focus of starter activities	Homework will be focused around Literature revision which will also be embedded into starter activities	Seneca Learning to support the study of these poems	Maria and Justo Component 1 Reading paper to be used in order to recap and revise prior learning from last term	Satchel quizzes on poetry will be set as this scheme of work is being taught in order to provide interleaving	Revision of key vocabulary and ideas
CIAG coverage/links	Critical thinking and personal opinion Analytical skills Balanced views	Creative thinking Reflection on personal experience	Analytical skills Personal opinion and evaluation Reading for meaning Balanced views Information retrieval	Critical thinking and personal opinion Analytical skills Balanced views	Analytical skills Personal opinion (giving an evaluative response to a poem) Selection of relevant information	Text types have real world uses e.g. writing covering letters for jobs; writing reports; structuring an article and writing formally	Playwright Stage work/production