

	Autumn 1 – English Literature War poetry (7 weeks)	Autumn 1 – English Language Component 1 Reading (7 weeks)	Autumn 2 – English Language Creative Prose Writing (7 weeks)	Autumn 2 – Component 1 English Literature War poetry (7 weeks)	Spring 1 & Summer 1 - Component 2 English Literature Blood Brothers (17 weeks)	Spring 2 – Component 2 English Language Transactional and Persuasive Writing (5 weeks) & English Literature continuation of War Poetry (6 weeks)	Spring 2 – Component 1 Language Reading (6 weeks)	Summer 2 – English Language Creative Prose Writing (7 weeks)
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	How to apply PEA 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.	Narrative writing What effective narrative writing looks like Links to previous narrative schemes of work in Years 7 and 8	The five (mostly!) modern poems in the Poetry Anthology which focus on War (Remains/War Photographer/Disabled/Drummer Hodge/Kamikaze)	Study of the play Blood Brothers by Willy Russell. New learning	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.	How to apply PEA 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.	
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 protest. Analysing language for effect Essay writing Effect on audience	Reading for meaning Use of PEA Effective selection of quotations Reading for explicit and implicit information Evaluation of a text Consideration of how character is presented	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	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	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	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	Reading for meaning Use of PEA Effective selection of quotations Reading for explicit and implicit information Evaluation of a text Consideration of how character is presented	

Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Understanding themes and ideas linked to Nature, Inequality, Conflict, Racism and Grief.	Use of the text – 'The Other Side of The Bridge' leads to a brief exploration of the sibling rivalry between two brothers.	Exploration of effective storytelling, for example looking at Alice Walker's short story 'Flowers'	Understanding the context of each of the poems Significant questions are raised in the poems – What different sorts of memories are presented in Remains and War Photographer and why? What are the affects of injury on soldiers in society (Disabled and Kamikaze)? Understanding social and historical context of the poems including Gulf War, Vietnam War, Falklands conflict, The Lebanon War And The Boer War, World War II.	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	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	Use of the text – 'No 1 Ladies Detective Agency' leads to a brief exploration of main character's motivations.	
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Curriculum Map

Subject:

English

Year Group: 9

SEND- how will support be seen? Seating plans? Simplified questions?	Key vocabulary. Use of modelling and annotation under the visualiser Use of model answers	Use of the acronym 'PEA' 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)	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 to develop literacy.	Key vocabulary sheets Use of modelling and annotation under the visualiser Use of model answers	Use of a film version to supporting understanding of the text Breaking down key vocabulary Modelling exemplar answers	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 the acronym 'PEA' 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)
Assessment- What? Why?	Context-based research on single poem. 20 minute timed response of a single poem	Jake and Arthur assessment.	Narrative writing assessment.	20 minute timed response to a single poem.	GCSE assessment towards the end of studying the text	Formal assessment to be completed – on piece of transactional writing	Formal assessment to be completed – on piece of transactional writing

What memory for skills will be required- modelling? Concrete answers? Retrieval?	Learning of key quotes Learning historical details – Who? When? Why? Where? What?	Modelling of reading responses Ensure students can apply PEA accurately		Learning of key quotes Learning historical details – Who? When? Why? Where? What? Use of knowledge organisers to support	Retrieval of key quotations The chronology and key events of the play Understanding and retrieval of key terminology linked to the play	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.	Modelling of reading responses Ensure students can apply PEA accurately
Literacy- reading, extended accurate writing and oracy opportunities	Reading for meaning Extended writing Academic voice SPaG accuracy	Reading for meaning and close examination of authorial technique including the correct selection of material to answer questions.	Writing.	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 and close examination of authorial technique including the correct selection of material to answer questions.
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 Medusa a criticism of societal expectations? Consideration of how identity is portrayed. Is war portrayed as violent and barbaric? What are consequences of inequality?	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 of the text and present their feelings about a character.	Thinking creatively. Considering personal experience.	Making personal judgements about the poetry – consideration of issues around War, Disability, Mental Health, Duty versus Honour.	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 Superstition and religion – are there difference or similarities?	Pupils need to be able express their views clearly on a range of different topics How to structure an argument effectively	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 of the text and present their feelings about a character.
Equality/Diversity opportunities	Presentation of Identity, Racism, Grief, War.	The text used, ‘The Other Side of The Bridge’ considers issues linked to familial relationships, jealousy and conflict.	Some students may wish to focus on this as an issue within their story.	Presentation of culture in ‘Kamikaze’ and attitude towards disability in ‘Disabled’. Understanding of issues of mental health and PTSD.	Appreciating gender inequalities and stereotypes	There might be some consideration of how writing has to be adapted for different audiences, for example the elderly	Presentation of life and experiences in Botswana.
Homework/Independent learning	Context-based research task.	Homework will be based around Literature revision.	Homework will be focused around Literature revision which will also be embedded into starter activities	GCSEPod Learning to support the study of these poems	Revision of key vocabulary and ideas. GCSEPod homework set on Literature Comp 2 Blood Brothers	GCSEPod homework set on Literature Comp 2 Blood Brothers	Homework will be based around Literature revision.

CIAG coverage/links	Critical thinking and personal opinion Analytical skills Balanced views	Analytical skills Personal opinion and evaluation Reading for meaning Balanced views Information retrieval	Creative thinking. Reflection on personal experience.	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	Analytical skills Personal opinion and evaluation Reading for meaning Balanced views Information retrieval
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