



Curriculum Map: Year: 9 Subject: English

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
'Romeo and Juliet' – Full Shakespeare play	All students will: <ul style="list-style-type: none"> • enjoy the experience of studying a full Shakespeare play • understand the full plot of 'Romeo and Juliet' • understand the key characters: Romeo; Juliet; Tybalt; Mercutio • analyse the language used to create an effect in key extracts from the play • be able to trace the key themes of love and hate throughout the play • understand how to plan, structure and write a thematic analytical essay 	All students should be able to: <ul style="list-style-type: none"> - read aloud within a group - give opinions on characters and how they are presented - find evidence to support their ideas in the text - analyse language used to create an effect - use appropriate terminology to discuss writer's methods - to consider the writer's overall intentions when creating the work - to consider the audiences' reactions to the play and how this may change through time 	All students will: <ul style="list-style-type: none"> - Complete a thematic analytical essay on the theme of love and hate in the play
'Rhetorically Speaking Non-fiction reading, writing, speaking and listening	All students will: <ul style="list-style-type: none"> • Engage with the national school's Parliament Week • Understand what parliament is and the role of an MP • Read and listen to maiden speeches and understand their key features • Understand the criteria and conventions of formal and informal letter writing • Develop their ideas about rhetoric • Explore a range of speeches and presentations • Identify some rhetorical devices and their effect • Consider how and why writers use humour 	All students should be able to: <ul style="list-style-type: none"> • Read and understand a range of speeches and presentations • Explain what rhetoric is and how and why it is used (logos, pathos, ethos) • Plan, structure and write a maiden speech • Write a formal letter to their MP about a local issue • Compare and evaluate the effectiveness of political speeches • Identify and use some rhetorical devices in order to write and speak persuasively • Identify and use some humour in order write and speak engagingly 	Ongoing formative assessment

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	<ul style="list-style-type: none"> Develop speaking and listening skills by giving presentations 	<ul style="list-style-type: none"> Write using a variety of sentences, vocabulary and punctuation Proofread their own writing and correct their mistakes 	
War Poetry - English literature	<p>All students will:</p> <ul style="list-style-type: none"> Enjoy the experience of reading a range of complex poetry based on the theme of war including: 'Dulce et Decorum Est', 'Who's for the Game?', 'Out of the Blue', 'Not my business', 'War horse', 'The Last Post' Understand how culture and context impacts poetry Identify a range of poetic methods and their effect Identify the structure of a poem and how and why it changes To consider alternative interpretations to the poems To consider some of the complex issues raised in the poems eg. war, propaganda, terrorism, psychological impacts of conflict Use some of the ideas and methods to inspire their own poetry 	<p>All students should be able to:</p> <ul style="list-style-type: none"> Read and understand a range of complex poetry Give opinions on what they have read find evidence to support their ideas in the text Analyse the language and structure used and the effect Explain the effect of some of the writer's methods To give opinions on alternative interpretations of the poems Plan, structure and write an effective piece of poetry To use a range of language methods for effect Write using a variety of sentences, vocabulary and punctuation Proofread their own writing and correct their mistakes 	<p>All students will:</p> <ul style="list-style-type: none"> Complete an analytical essay on a poem of their choice exploring what makes it powerful
'Pitch Perfect'	<p>All students will:</p> <ul style="list-style-type: none"> Further develop their ideas about Genre, Audience and Purpose Understand the differences between language devices and presentational devices and their 	<p>All students should be able to:</p> <ul style="list-style-type: none"> Identify genre, audience and purpose of a variety of products, adverts and packaging Identify and use language devices and presentational devices effectively 	<p>All students will:</p> <p>Deliver a 'pitch' style presentation with a partner to the rest of the class</p>

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<p>- Media and Spoken Language project</p>	<p>effect – specifically in advertising and packaging</p> <ul style="list-style-type: none"> • Understand what makes an effective social media advert • Understand what makes an effective pitch 	<ul style="list-style-type: none"> • Develop an idea for their own product and packaging • Use a style model to analyse how products are advertised • Create an effective social media advert that meets the GAP of the product • Plan, structure and write an effective pitch for their product 	
<p>‘Of Mice and Men’ - English Literature</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Enjoy the experience of reading a modern classic • Understand the plot of the novella • Understand the significance and portrayal of a range of characters • Understand how the themes of prejudice and loneliness are presented • Understand the context of the text • Understand the structure of the text 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • give opinions on characters and how they are presented • find evidence to support their ideas in the text • annotate a key extract in detail • analyse some of the methods used by Steinbeck to create an effect • use appropriate terminology to discuss writer’s methods • to consider how context influenced the ideas in the text • to consider the writer’s views on prejudice and how these influences the ideas in the text • be able to plan, structure and write an analytical essay which answers an exam question 	<p>All students will:</p> <p>Complete an extract-based analytical essay on the theme of loneliness</p>

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<p>‘The Power of Words’ - Transition to KS4 unit</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Enjoy reading and listening to a range of iconic and modern texts and speeches • Explore how writer’s use: narrative, description, their own personal experiences to write powerfully • Understand the features of powerful speaking and writing • Use some of the ideas and methods to inspire their own writing and speaking 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Plan, structure and write according to the genre • Write using a variety of sentences, vocabulary and punctuation • Proofread their own writing and correct their mistakes 	<p>Ongoing formative assessment</p>
<p>Fortnightly throughout the year</p> <p>‘Adventures in reading’</p>	<p>All students will:</p> <ul style="list-style-type: none"> • Enjoy being introduced to a wide range of high-quality short stories and extracts with a particular focus on diverse voices and experiences • Understand the conventions of different fiction genres • Take part in a discussion about the key ideas in the text in small groups and as a whole class • Reflect on their own response to the ideas and issues raised in the text and complete a short written review 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Read along with the whole class (or read aloud if they choose to) • Give opinions on the key ideas in the text • Reflect thoughtfully on what they have read and discussed 	<p>Ongoing formative assessment</p>