

Year 9 English Curriculum Map

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	Autumn Term		Spring Term		Summer Term	
Unit Length	'Lord of the Flies'	Descriptive Writing	Shakespeare - Macbeth	Transactional Writing	Unseen Poetry	'An Inspector Calls'
Links to the National curriculum/ Assessment Objectives	<p>Literature – AO1: Read, understand and respond to texts. AO2: Analyse the language, form and structure. AO3: Show understanding of the relationship between texts and contexts. AO4: Use a range of vocabulary and sentence structures</p> <ul style="list-style-type: none"> Language – AO1: Identify and interpret explicit and implicit information, select and synthesize key information and evidence. AO2: Explain, comment on and analyse language. AO3: Compare ideas and perspectives. AO4: Critically evaluate texts. AO5: Communicate clearly, effectively and imaginatively. AO6: Use a range of vocabulary, sentence structures and punctuation. Links to the NC – Reading a wide range of fiction and non-fiction texts. Writing for a wide range of text types, audiences and purpose. An Inspector Calls is a GCSE Literature text, Shakespeare is assessed for GCSE Literature Paper 1. Unseen poetry is linked to Literature Paper 2. Lord of the Flies and Transactional writing are linked to Language Papers 1 and 2. Transactional Writing is also linked to the speaking assessment that they will complete in year 10 as part of the English Language qualification. 					
Description of the topic and key learning outcomes (key knowledge and understanding)	<p>Overview: DINs to focus on recalling prior knowledge and skills, as well as a focus on tier 2 vocabulary. Students will be reading Lord of The Flies, focusing on key extracts. They will be using the key extracts to answer English Language style questions. This will develop their understanding of the expectation of the Language GCSE as well as to continue making progress on those skills from KS3.</p> <p>Outcomes: Pupils will be able to identify explicit and implicit information, using a range of evidence to comment on and analyse language. Consolidate skills from KS3.</p>	<p>Overview: DINs to focus on recalling prior knowledge and skills for Language Paper 1 Section A. Students will be exploring a range of techniques and strategies to employ effectively when producing descriptive or narrative responses.</p> <p>Outcomes: Pupils will also be able to communicate clearly and imaginatively using a suitable range of vocabulary and sentence structures. Consolidate skills from KS3.</p>	<p>Overview: DINs to focus on recalling prior knowledge and skills for Language Paper 1. Students will be reading A Shakespeare play. In year 9 the focus in understanding the plot, characters and main themes. Students will read the play as a class and the complete exam style questions, commenting on the writer's language choices, key themes and making links between text and context. Students will also look at a range of non-fiction extracts as part of the scheme to familiarise themselves with the relevant context.</p> <p>Outcomes: Pupils will have a good understanding of the plot, characters and</p>	<p>Overview: DINs to focus on recalling prior knowledge and skills. Building on the skills from Autumn, students will be reading and comparing a wide range of non-fiction extracts linked to the English Language Paper 2 GCSE. Students will practice synthesizing key information from extracts, commenting and analysing writer view points and methods as well as critically evaluating the texts.</p> <p>Outcomes: Pupils will be able to identify the text type, audience and purpose of a text. They will be able to demonstrate an understanding of the non-fiction texts by synthesizing the key information. Pupils will also be able to use subject terminology to analyse a writer's language choices</p>	<p>Overview: DINs to focus on recalling prior knowledge and skills. Students will be reading a range of poetry based on a conflict theme, including some poetry from the AQA GCSE anthology to make a transition between KS3 and KS4 texts. Students will develop their understanding of how to analyse poetry, focusing on language, form and structure. Students will also be comparing poems, building on the skills they used in KS3. Pupils will also be exploring a range of non-fiction texts to develop their understanding of context. This links directly to Literature Paper 2.</p> <p>Outcomes: Pupils will be able to demonstrate a good understanding of the poems studied, using a range of evidence to support their ideas. They will use subject terminology in their written responses and make links</p>	<p>Overview: DINs to focus on recalling prior knowledge and skills. Students will be reading An Inspector Calls as the chosen GCSE text for literature Paper 2 Section A. In year 9 the focus in understanding the plot, characters and main themes. Students will read the play as a class and the complete exam style questions, commenting on the writer's language choices, key themes and making links between text and context. Students will also look at a range of non-fiction extracts as part of the scheme to familiarise themselves with the relevant context.</p> <p>Outcomes: Pupils will have a good understanding of the plot, characters and main themes. They will begin to answer exam style questions, using subject terminology to comment on</p>

			<p>main themes. They will begin to answer exam style questions, using subject terminology to comment on key words/phrases. Students will also be able to make links between the text and the context in which it was written. Consolidate analytical skills from KS3.</p>	<p>and make relevant inferences.</p>	<p>between texts and the contexts in which they were written. Consolidate skills from KS3.</p>	<p>key words/phrases. Students will also be able to make links between the text and the context in which it was written. Consolidate analytical skills from KS3.</p>
Related Concepts (that are revisited)	<p>Read and understand texts; inferences; using evidence to support ideas; understanding and using subject terminology; analysing texts.</p> <p>Recall Language analysis skills from year 8.</p>	<p>Writing for a wide range of audiences and purposes; writing creatively and imaginatively.</p> <p>Recall subject terminology and applying it from Autumn 1.</p>	<p>Read and understand texts; make inferences; make links between text and context.</p> <p>Recall importance of stage directions from year 8 The Tempest.</p>	<p>Writing for a wide range of audiences and purposes.</p> <p>Recall subject terminology from Autumn 2.</p>	<p>Read and understand texts; inferences; using evidence to support ideas; understanding and using subject terminology; analysing texts; making links between text and context.</p> <p>Recall the purpose of imagery and structure from the Shakespeare text and use subject terminology to apply it to poetry.</p>	<p>Read and understand texts; inferences; using evidence to support ideas; understanding and using subject terminology; analysing texts.</p> <p>Recall importance of stage directions from the Shakespeare text.</p>
Skills being taught	<p>AO1: Identify and interpret explicit and implicit information, select and synthesize key information and evidence.</p> <p>AO2: Explain, comment on and analyse language.</p> <p>AO3: Compare ideas and perspectives.</p> <p>AO4: Critically evaluate texts.</p>	<p>AO5: Communicate clearly, effectively and imaginatively. AO6: Use a range of vocabulary, sentence structures and punctuation.</p>	<p>AO1: Read, understand and respond to texts. AO2: Analyse the language, form and structure. AO3: Show understanding of the relationship between texts and contexts. AO4: Use a range of vocabulary and sentence structures</p>	<p>AO5: Communicate clearly, effectively and imaginatively. AO6: Use a range of vocabulary, sentence structures and punctuation.</p>	<p>AO1: Read, understand and respond to texts. AO2: Analyse the language, form and structure. AO3: Show understanding of the relationship between texts and contexts</p>	<p>AO1: Read, understand and respond to texts. AO2: Analyse the language, form and structure. AO3: Show understanding of the relationship between texts and contexts. AO4: Use a range of vocabulary and sentence structures</p>
Milestone assessments	<p>Assessment: Language Paper 1 Section A</p>	<p>Assessment: Language Paper 1 Section B</p>	<p>Assessment: Literature Paper 1 Section A</p>	<p>Assessment: Language Paper 2 Section B</p>	<p>Assessment: Literature Paper 2 Section C</p>	<p>Assessment: Literature Paper 2 Section A</p>

Wider reading	Fiction extracts or whole texts	Fiction extracts or whole texts	British Library reading around Shakespeare	Non-fiction materials	Non-fiction materials to explore relevant contexts	Non-fiction materials focusing on context
Literacy programme	Spellings, etymology, key vocabulary, writing frames, sentence starters.	Spellings, etymology, key vocabulary, writing frames, sentence starters.	Spellings, etymology, key vocabulary, writing frames, sentence starters.	Spellings, etymology, key vocabulary, writing frames, sentence starters.	Spellings, etymology, key vocabulary, writing frames, sentence starters.	Spellings, etymology, key vocabulary, writing frames, sentence starters.
Homework	Knowledge organisers	Knowledge organisers	Knowledge organisers	Knowledge organisers	Knowledge organisers	Knowledge organisers
Oak National Academy Links	Year 9 Language skills – fiction – reading x 4 lessons https://classroom.thenational.academy/units/language-skills-fiction-reading-52c6	Year 9 Language skills – fiction – writing x 4 lessons https://classroom.thenational.academy/units/language-skills-fiction-writing-53fd	KS4 First Teaching – Macbeth x 20 lessons https://classroom.thenational.academy/units/macbeth-a8f1	Year 9 Grammar for Writing x 8 lessons https://classroom.thenational.academy/units/grammar-for-writing-c6ed	KS4 First Teaching – Unseen Poetry x 10 lessons https://classroom.thenational.academy/units/aqa-power-and-conflict-poetry-c8d1	KS4 First Teaching – An Inspector Calls x 20 lessons https://classroom.thenational.academy/units/an-inspector-calls-923e