



ENGLISH CURRICULUM MAP






YEAR 9

<p>HALF TERM 1: HOW TIMES HAVE CHANGED – JANE EYRE Context of Jane Eyre:</p> <ul style="list-style-type: none"> Published at a time when women writers weren't taken seriously. Bronte is a part of the 3 Bronte sisters, who influenced literature and art. Some of the events of the novel, reflect Bronte's own life, such as the death of Helen in the novel, that reflects the death of Bronte's sister Maria. There was a strict class structure, making it difficult to move from one class to another. It was a patriarchal society, meaning men were in charge. Family and religion were important at this time. There was an emphasis on family but Jane is an orphan and does not have her own family, nor do the Reeds want her. <p>Victorian Life:</p> <ul style="list-style-type: none"> Queen Victoria's reign from 1837 – 1901. It was a period of technological advances and self confidence for Britain. During the era, Britain was the world's most powerful nation. It was also a time of misery for the lower class. Many families experienced death due to the poor conditions. <p>Victorian Women:</p> <ul style="list-style-type: none"> Not allowed to own property. Not allowed to own money. Their husband controlled most aspects of their life. Not allowed to vote. 		<p>Jane Eyre – original text, abridged Literacy legends: fiction and non-fiction extracts</p>
		<p>Students will complete three temperature checks and two summative assessments throughout the year</p>
		<p>Reading of the text: Jane Eyre. Dramatic readings of key speech. Literacy Legends oracy questions Hot seating of key characters.</p>
		<p>Week 1: Revise context section of knowledge organiser Week 2: Revise themes section of knowledge organiser Week 3: Revise Jane Eyre, Mrs Reed and Helen Burns section of knowledge organiser Week 4: Revise Edward Rochester, St John Rivers and Bertha Mason section of knowledge organiser Week 5: Revise chapters 1-9 section of knowledge organiser Week 6: Revise chapters 10-24 section of knowledge organiser Week 7: Revise chapters 25-36 section of knowledge organiser</p>
<p>HALF TERM 2: HOW TIMES HAVE CHANGED – JANE EYRE Structure of a speech: DAFORREST techniques:</p> <ul style="list-style-type: none"> Direct address – speaking directly to the audience. Alliteration – a series of words beginning with the same letter. Facts – something that is true. Opinions – your beliefs, not necessarily true. Repetition – repeating the same word, phrase or idea. Rhetorical questions – a question that doesn't need an answer. Get the audience thinking. Emotive language – language to evoke emotions. Statistics – percentages, ratios to support and strengthen ideas. Triplets (rule of three) – three adjectives used consecutively. <ul style="list-style-type: none"> Introduction to get the audience engaged. Main points and counter arguments to develop ideas further and provide a solid argument. Ending to summarise your points. <p>Other Transactional Writing:</p> <ul style="list-style-type: none"> Writing newspaper/ magazine articles. Using short snappy headlines to grab attention. Including the use of eye-witness accounts to reinforce writing. Letter writing – ensuring students are aware of the correct layout and structure to a letter. Formal language and tone in writing. <p>Fictional Writing:</p> <ul style="list-style-type: none"> Infinitive verb – a verb's basic form used as the head word, e.g. walk. Intransitive verb – a verb not needing an object in a sentence to complete its meaning, e.g. we all laughed. Modal verb – used to change the meaning of other verbs. The main modal verbs are: will, would, can, could, may, might, shall, should, must and ought. Continuation of stories. Writing descriptively <p>Language techniques for effect:</p>		<p>Jane Eyre – original text, abridged Maya Angelou – still I rise (poem) Taylor Swift – The Man lyrics Emma Watson's UN speech Malala's speech Philip Pullman – The Amber Spyglass extract Literacy legends: fiction and non-fiction extracts</p>
		<p>Students will complete three temperature checks and two summative assessments throughout the year</p>
		<p>Reading of the texts: Jane Eyre. Reading of the specified speeches. Delivering their own speech.</p>
		<p>Week 1: Revise word classes and sentence structures section of knowledge organiser Week 2: Revise juxtaposition, triples, rhetorical questions and paradox section of knowledge organiser Week 3: Revise oppression, patriarchy, subverting and autonomy section of knowledge organiser</p>



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<ul style="list-style-type: none"> • Simile – using like or as to compare something. • Metaphor – saying something is something else that isn't literal. • Personification – giving human characteristics to objects, weather etc. • Pathetic fallacy – using the weather to reflect the mood. <p>Use of punctuation for effect:</p> <ul style="list-style-type: none"> • ! to add impact, show shouting. • - to indicate a pause, speech being cut off. • ... to build in a dramatic pause or end on a cliff-hanger. 		<p>Week 4: Revise prejudice, equality, feminism and discrimination section of knowledge organiser</p> <p>Week 5: Revise epithet, asserting, authoritative and advocate section of knowledge organiser</p> <p>Week 6: Revise plot, theme and characters section of knowledge organiser</p>
<p>HALF TERM 3: JULIUS CAESAR Context of Julius Caesar and Ancient Rome – Act 1&2</p> <p>Shakespeare's influences:</p> <ul style="list-style-type: none"> • Shakespeare's time at Grammar School created his interest in Latin, classic literature and ancient civilisations like Rome and Greece. • The events of Julius Caesar and the demise of his monarchy mirror the political shifts in Elizabethan England and the imminent death of the queen. The parallels drawn between the two gave it relevance at the time it was written. The play is set in 44BC at the height of the Roman Empire. <p>Ancient Rome:</p> <ul style="list-style-type: none"> • There was a division between the people and the ruling empires, unrest between military leaders and senators deemed weak. • A succession of men wanted to rule Rome but only Caesar seemed likely to do so, leading to planned assassination causing civil unrest and eventually war. <p>Anthony & Cleopatra, Brutus and Latin:</p> <ul style="list-style-type: none"> • Shakespeare's "Roman" plays explore power and the dynamics of power in society. • Anthony and Cleopatra is often considered a tragedy but remains a "roman" play. • Similarly, Brutus is considered a tragic character, but the play involves too many other themes to be a tragedy alone. • Key Latin terms and phrases to be woven throughout the scheme. To learn etymology of modern phrases/words tracing back to Latin origins. Words to include caveat, carpe diem and Achilles, highlighting the prevalence of Latin in our modern speech. <p>Shakespeare, Aristotle and Rhetoric, Monologues:</p> <ul style="list-style-type: none"> • Shakespeare's use of rhetoric (persuasive or effective modes of speech or writing) is very evident throughout Julius Caesar, this again mirrors the use of rhetoric seen in the British monarchy at the time. • Aristotle defines rhetoric as "the faculty of recognizing the available means of persuasion in any given situation." • Intonation – the rise and fall of the pitch of the voice • Iambic pentameter - a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable • Pace – the speed/tempo with which words are delivered (e.g. Rushing words in urgency, slowing speech to explain) • Tone of voice – The emotions which are conveyed through the speech and how the voice reflects this. <p>Article Writing:</p> <ul style="list-style-type: none"> • DAFOREST: Direct Address (words used to speak directly to the reader), Alliteration (two or more words that start with the same letter or sound), Facts (something that is true), Opinions (the writer's own thoughts or beliefs, not necessarily true), Emotive language (language that provokes a specific feeling from the reader), Statistics (facts that use numbers or percentages), Triplets (three adjectives used together to describe something). 		<p>Julius Caesar Act 1 and 2 Literacy legends: fiction and non-fiction extracts Non-fiction: Historical context of The Roman Empire and Queen Elizabeth. *The Roman Republic and the Rise and Fall of Julius Caesar *Richard Lawson Singley *On this day – The Death of Elizabeth I *Compare similarities between rulers. *The fall of Saddam Hussein. *The Guardian, 30/12/06 – Saddam Hussein executed.</p>
		<p>Students will complete three temperature checks and two summative assessments throughout the year</p>
		<p>Planned reading of a dramatic monologue taken from Julius Caesar: Cassius Act 1 Scene 2 – "Well Brutus thou are noble yet..."</p>
		<p>Week 1: Revise Context section of knowledge organiser Week 2: Revise Julius Caesar, Mark Anthony, Marcus Brutus and Cassius section of knowledge organiser Week 3: Revise Trebonius, Casca, Caius Ligarius and Decius Brutus section of knowledge organiser Week 4: Revise the knowledge key terms section of knowledge organiser Week 5: Revise morphology, etymology, participle and subjunctive vocabulary on knowledge organiser Week 6: Revise rhetoric, emotive language, triadic and intonation vocabulary on knowledge organiser Week 7: Revise iambic pentameter, pace, tone of voice and monologue vocabulary on knowledge organiser</p>
<p>HALF TERM 4: JULIUS CAESAR Modern Politics and Non-fiction reading:</p> <ul style="list-style-type: none"> • Comparisons to be drawn between modern democracy across the world and its differences (USA, Korea, Russia, UK) and to compare to Ancient Rome. Non-fiction articles to include The Fall of Saddam Hussein, Meghan and Harry and Barack Obama. <p>Spoken language transcripts:</p> <ul style="list-style-type: none"> • Alongside Caesar's monologue studying the speeches of Barack Obama, Martin Luther King and Winston Churchill highlights the importance of a political leader's public persona. • Being able to use DAFOREST orally: Direct Address (words used to speak directly to the reader), Alliteration (two or more words that 		<p>Julius Caesar Acts 3 – 5 Literacy legends: fiction and non-fiction extracts Spoken language transcripts: Barack Obama "Yes we can" speech transcript</p>
		<p>Students will complete three temperature checks and two summative assessments throughout the year</p>





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<p>start with the same letter or sound), Facts (something that is true), Opinions (the writer's own thoughts or beliefs, not necessarily true), Emotive language (language that provokes a specific feeling from the reader), Statistics (facts that use numbers or percentages), Triplets (three adjectives used together to describe something).</p> <p>Political speech writing:</p> <ul style="list-style-type: none"> Use of rhetoric (the art of effective or persuasive speaking) using repetition (a word repeated more than once), anecdote (short interesting story about a real incident or person), Facts (something that is true), Opinions (the writer's own thoughts or beliefs, not necessarily true), and triadic (relating to or comprising a set of three related people or things) 		<p>Performance of a written speech Literacy Legends: oracy questions</p>
<p>HALF TERM 5: DYSTOPIA</p> <p>Definition and etymology of Dystopia: Oxford English dictionary: "An imaginary place or condition in which everything is as bad as possible." Etymology: late 18th century, English dys – bad and utopia</p> <p>Dystopian history: C1726: imperial expansion where British ships sailed all over the world colonising states and nations Late 19th/early 20th century: Einstein's theory of relativity was published. Increasing nationalism in European and American politics. 1917: The Russian Revolution began. The communist, Bolshevik government led by Lenin, ruled until 1924. The period was characterised by an increasing mistrust of diversity, intrusive surveillance and genocide. Early-mid 20th century: huge technical advancements led people to believe that there would be no need for human labour. 1939-1945: World War II implied a splitting of the world into 3 blocs. 2008: The global financial crash left many people feeling disenfranchised 2020: Covid 19 Coronavirus. A global pandemic which led to countries cancelling travel, closing borders and "lock downs" of countries.</p> <p>Features of the Dystopian genre: Propaganda is used to control the citizens of a society. Information, independent thought and freedom are restricted. Citizens have a fear of the outside world. Citizens live in a dehumanised state. The society is an illusion of a perfect utopian world.</p>		<p>Dystopian short stories, extracts and poetry: 18th-21st centuries. Literacy legends: fiction and non-fiction extracts</p>
		<p>Students will complete three temperature checks and two summative assessments throughout the year</p> <p>Week 1: Revise foreshadowing, foreboding, graphic imagery and corporeal imagery vocabulary on knowledge organiser Week 2: Revise plot summary points 1-5 section of knowledge organiser Week 3: Revise plot summary points 6-10 section of knowledge organiser Week 4: Revise achilles, alibi, a fortiori, carpe diem and caveat vocabulary on knowledge organiser Week 5: Revise divide et impera, malo imeno, mors vincit omnia, regnat populus vocabulary on knowledge organiser Week 6: Revise socius criminis, usus est magister optimus, veni, vidi, vici, veto and vox pop vocabulary on knowledge organiser</p>
		<p>Reading of extracts, short stories and poetry. Literacy Legends: oracy questions</p>
	<p>Homework</p>	<p>Week 1 – Revise the definition and key quotation sections of KO Week 2 – Revise key terminology section of KO (Dystopian to Disenfranchised) Week 3 – Revise key terminology section of KO (Allusion to Characterisation) Week 4 – Revise relevant history section of KO (c1726 to Russia between the wars) Week 5 – Revise relevant history section of KO (Early-mid 20th c to 2008) Week 6 – General revision task (EDN on all) Week 7 – Revise all key terminology (EDN on spellings and definitions)</p>
<p>HALF TERM 6: DYSTOPIA</p> <p>Mise-en-scene: French term meaning 'to place on stage.'</p> <p>5 Features of mise-en-scene:</p> <ol style="list-style-type: none"> Settings and props 		<p>Dystopian short stories Literacy legends: fiction and non-fiction extracts</p>



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<ol style="list-style-type: none"> 2. Costume, hair and make up 3. Facial expressions and body language 4. Lighting and colour 5. Positioning of characters/objects within the frame <p>Dramatic monologue: a poem in the form of a speech in which the speaker reveals aspects of their character whilst describing a situation or series of events.</p> <p>Speech writing features:</p>		<p>Students will complete three temperature checks and two summative assessments throughout the year</p>
<ul style="list-style-type: none"> • Direct address: Using the second person voice, e.g. the pronoun “you”. • Anecdotes: Personal stories to back up argument – <i>I once knew a man who ...</i> • Facts: Statements that are unarguably true. These add credibility to an argument. 		<p>Performing a dramatic monologue the students have written themselves. Group work: adapting a short story into a play and performing it. Literacy Legends: oracy questions</p>
<ul style="list-style-type: none"> • Opinions: Express a point of view using strong words – <i>e.g. it's outrageous!</i> • Rhetorical questions: Questions to which you don't expect an answer – <i>Do we really expect pollution to disappear of its own accord?</i> • Examples, experts and Emotive language: These help to add weight to the argument. • Statistics and similes: This will show that the writer has done their research, similes and metaphors add a more complex level of meaning. <p>Triples: The power of three – <i>e.g. Towns, cities and villages will all benefit from these changes.</i></p>	<p>Homework</p>	<p>Week 1 – Revise speech writing features Week 2 – Revise the 5 features of Mise-en-scene Week 3 – Research dramatic monologues and identify any DAFOREST techniques Week 4 – Revise key terminology section of KO Week 5 – What aspect do you need to revise more. Revise this for next lesson. Week 6 – General revision task</p>