



# ENGLISH CURRICULUM MAP

## YEAR 9

<p><b>HALF TERM 1: HOW TIMES HAVE CHANGED – JANE EYRE</b></p> <p><b>Context of Jane Eyre:</b></p> <ul style="list-style-type: none"> <li>Published at a time when women writers weren't taken seriously.</li> <li>Bronte is a part of the 3 Bronte sisters, who influenced literature and art.</li> <li>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.</li> <li>There was a strict class structure, making it difficult to move from one class to another.</li> <li>It was a patriarchal society, meaning men were in charge.</li> <li>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.</li> </ul> <p><b>Victorian Life:</b></p> <ul style="list-style-type: none"> <li>Queen Victoria's reign from 1837 – 1901.</li> <li>It was a period of technological advances and self confidence for Britain.</li> <li>During the era, Britain was the world's most powerful nation.</li> <li>It was also a time of misery for the lower class.</li> <li>Many families experienced death due to the poor conditions.</li> </ul> <p><b>Victorian Women:</b></p> <ul style="list-style-type: none"> <li>Not allowed to own property.</li> <li>Not allowed to own money.</li> <li>Their husband controlled most aspects of their life.</li> <li>Not allowed to vote.</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>Summarise the plot of Jane Eyre</li> <li>Summarise a range of non-fiction speeches about societal change</li> <li>Make connections between the historical and social context and understand their links to the text</li> <li>Form opinions on characters, themes or ideas from a text, using textual references to support ideas and an explanation of why the quotation supports this opinion</li> <li>Successfully construct a range of sentence types to convey meaning and opinion</li> <li>Use a growing range of literary devices to convince an audience about their opinions on a range of current topics</li> </ul>		<p>Jane Eyre – original text, abridged Literary legends: fiction and non-fiction extracts</p>
		<p>Opportunities for extended writing: Character profiles, analytical and comparative writing, letter and speech writing</p>
		<p>Rhetorical question: A question asked in order to create a dramatic effect or to make a point rather than to get an answer Paradox: A statement that contradicts itself or that must be both true and untrue at the same time Oppression: prolonged cruel or unjust treatment Patriarchy: a system of society or government in which men hold the power and women are largely excluded from it Subverting: undermine the power and authority of an established system or institution Autonomy: the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do Prejudice: opinion that is not based on reason or actual experience</p>
<p><b>HALF TERM 2: HOW TIMES HAVE CHANGED – JANE EYRE</b></p> <p><b>Structure of a speech:</b> DAFORREST techniques:</p> <ul style="list-style-type: none"> <li>Direct address – speaking directly to the audience.</li> </ul>		<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</p>





**Autumn term Homework**

- 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
- Week 8:** Revise word classes and sentence structures section of knowledge organiser
- Week 9:** Revise juxtaposition, triples, rhetorical questions and paradox section of knowledge organiser
- Week 10:** Revise oppression, patriarchy, subverting and autonomy section of knowledge organiser
- Week 11:** Revise prejudice, equality, feminism and discrimination section of knowledge organiser
- Week 12:** Revise epithet, asserting, authoritative and advocate section of knowledge organiser
- Week 13:** Revise plot, theme and characters section of knowledge organiser



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<ul style="list-style-type: none"> <li>Alliteration – a series of words beginning with the same letter.</li> <li>Facts – something that is true.</li> <li>Opinions – your beliefs, not necessarily true.</li> <li>Repetition – repeating the same word, phrase or idea.</li> <li>Rhetorical questions – a question that doesn't need an answer. Get the audience thinking.</li> <li>Emotive language – language to evoke emotions.</li> <li>Statistics – percentages, ratios to support and strengthen ideas.</li> <li>Triplets (rule of three) – three adjectives used consecutively.</li> </ul>		Literacy legends: fiction and non-fiction extracts
<ul style="list-style-type: none"> <li>Introduction to get the audience engaged.</li> <li>Main points and counter arguments to develop ideas further and provide a solid argument.</li> <li>Ending to summarise your points.</li> </ul> <p><b>Other Transactional Writing:</b></p> <ul style="list-style-type: none"> <li>Writing newspaper/ magazine articles.</li> <li>Using short snappy headlines to grab attention.</li> <li>Including the use of eye-witness accounts to reinforce writing.</li> <li>Letter writing – ensuring students are aware of the correct layout and structure to a letter.</li> <li>Formal language and tone in writing.</li> </ul> <p><b>Fictional Writing:</b></p> <ul style="list-style-type: none"> <li>Infinitive verb – a verb's basic form used as the head word, e.g. walk.</li> <li>Intransitive verb – a verb not needing an object in a sentence to complete its meaning, e.g. we all laughed.</li> <li>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.</li> <li>Continuation of stories.</li> <li>Writing descriptively</li> </ul>	  	<p><b>Assessment:</b> Students will complete three temperature checks and two summative assessments throughout the year</p> <p><b>Equality:</b> the state of being equal, especially in status, rights or opportunities  <b>Feminism:</b> the advocacy of women's rights on the ground of the equality of the sexes  <b>Discrimination:</b> the unjust treatment of different categories of people, especially on the grounds of race, age, sex or disability  <b>Asserting:</b> state a fact or belief confidently and forcefully  <b>Epithet:</b> an adjective or phrase associated with a person or thing often used instead of an actual name  <b>Bildungsroman:</b> a novel dealing with one person's formative years or spiritual education  <b>Authoritative:</b> commanding and self-confident, likely to be respected and obeyed.  <b>Advocate:</b> a person who publicly supports or recommends a particular cause or policy</p>
<p>Language techniques for effect:</p> <ul style="list-style-type: none"> <li>Simile – using like or as to compare something.</li> <li>Metaphor – saying something is something else that isn't literal.</li> <li>Personification – giving human characteristics to objects, weather etc.</li> <li>Pathetic fallacy – using the weather to reflect the mood.</li> </ul> <p>Use of punctuation for effect:</p> <ul style="list-style-type: none"> <li>! to add impact, show shouting.</li> <li>- to indicate a pause, speech being cut off.</li> <li>... to build in a dramatic pause or end on a cliff-hanger.</li> </ul>		<p>Links to careers, personal development and other subject areas:</p> <p><b>History:</b> Victorian era</p> <p><b>Personal development:</b> advocating for change and understanding the different experiences people have in life.</p>
<p><b>HALF TERM 3: JULIUS CAESAR</b> Context of Julius Caesar and Ancient Rome – Act 1&amp;2</p> <p><b>Shakespeare's influences:</b></p> <ul style="list-style-type: none"> <li>Shakespeare's time at Grammar School created his interest in Latin, classic literature and ancient civilisations like Rome and Greece.</li> <li>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.</li> </ul>		<p>Julius Caesar Act 1 and 2</p> <p>Literacy legends: fiction and non-fiction extracts</p> <p>Non-fiction: Historical context of The Roman Empire and Queen Elizabeth.</p> <ul style="list-style-type: none"> <li>*The Roman Republic and the Rise and Fall of Julius Caesar</li> <li>*Richard Lawson Singley</li> <li>*On this day – The Death of Elizabeth I</li> <li>*Compare similarities between rulers.</li> <li>*The fall of Saddam Hussein.</li> <li>*The Guardian, 30/12/06 – Saddam Hussein executed.</li> </ul>









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<p><b>Ancient Rome:</b></p> <ul style="list-style-type: none"> <li>There was a division between the people and the ruling empires, unrest between military leaders and senators deemed weak.</li> <li>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.</li> </ul>		<p>Opportunities for extended writing:</p> <p>Analytical writing; speech writing; letter and article writing</p>
<p><b>Anthony &amp; Cleopatra, Brutus and Latin:</b></p> <ul style="list-style-type: none"> <li>Shakespeare's "Roman" plays explore power and the dynamics of power in society.</li> <li>Anthony and Cleopatra is often considered a tragedy but remains a "roman" play.</li> <li>Similarly, Brutus is considered a tragic character, but the play involves too many other themes to be a tragedy alone.</li> <li>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.</li> </ul>		<p>Intonation – the rise and fall of the pitch of the voice          Graphic imagery – Imagery create a vivid image in the readers mind          Corporeal imagery – having, consisting of, or relating to a physical material body: such as spiritual          Dictator/ Dictatorship – a person or society exercising complete rule.          Reign – The time in which a person is in power.          Conspirators – People conspiring against a regime.</p>
<p><b>Shakespeare, Aristotle and Rhetoric, Monologues:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Aristotle defines rhetoric as "the faculty of recognizing the available means of persuasion in any given situation."</li> <li>Intonation – the rise and fall of the pitch of the voice</li> <li>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</li> <li>Pace – the speed/tempo with which words are delivered (e.g. Rushing words in urgency, slowing speech to explain)</li> <li>Tone of voice – The emotions which are conveyed through the speech and how the voice reflects this.</li> </ul> <p><b>Article Writing:</b></p> <ul style="list-style-type: none"> <li>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 an specific feeling from the reader), Statistics(facts that use numbers or percentages), Triplets (three adjectives used together to describe something).</li> </ul>	<p><b>Spring term Homework</b></p>	<p><b>Week 1:</b> Revise Context section of knowledge organiser  <b>Week 2:</b> Revise Julius Caesar, Mark Anthony, Marcus Brutus and Cassius section of knowledge organiser  <b>Week 3:</b> Revise Trebonius, Casca, Caius Ligarius and Decias Brutus section of knowledge organiser  <b>Week 4:</b> Revise the knowledge key terms section of knowledge organiser  <b>Week 5:</b> Revise morphology, etymology, participle and subjunctive vocabulary on knowledge organiser  <b>Week 6:</b> Revise rhetoric, emotive language, triadic and intonation vocabulary on knowledge organiser  <b>Week 7:</b> Revise iambic pentameter, pace, tone of voice and monologue vocabulary on knowledge organiser  <b>Week 8:</b> Revise foreshadowing, foreboding, graphic imagery and corporeal imagery vocabulary on knowledge organiser  <b>Week 9:</b> Revise plot summary points 1-5 section of knowledge organiser  <b>Week 10:</b> Revise plot summary points 6-10 section of knowledge organiser  <b>Week 11:</b> Revise achilles, alibi, a fortiori, carpe diem and caveat vocabulary on knowledge organiser  <b>Week 12:</b> Revise divide et impera, malo imeno, mors vincit omnia, regnat populus vocabulary on knowledge organiser  <b>Week 13:</b> Revise socius criminis, usus est magister optimus, veni, vidi, vici, veto and vox pop vocabulary on knowledge organiser</p>
<p><b>HALF TERM 4: JULIUS CAESAR</b></p> <p><b>Modern Politics and Non-fiction reading:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>		<p>Julius Caesar Acts 3 – 5          Literacy legends: fiction and non-fiction extracts          Spoken language transcripts: Barack Obama "Yes we can" speech transcript</p>







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<p>articles to include The Fall of Saddam Hussein, Meghan and Harry and Barack Obama.</p> <p><b>Spoken language transcripts:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Being able to use DAFOREST orally: 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).</li> </ul> <p><b>Political speech writing:</b></p> <ul style="list-style-type: none"> <li>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 (elating to or comprising a set of three related people or things)</li> </ul>		<p><b>Assessment:</b></p> <p>Students will completes three temperature checks and two summarive assessments throughout the year</p>
<p><b>HALF TERM 5: DYSTOPIA</b></p> <p><b>Definition and etymology of Dystopia:</b></p> <p>Oxford English dictionary: “An imaginary place or condition in which everything is as bad as possible.”</p> <p>Etymology: late 18<sup>th</sup> century, English dys – bad and utopia</p> <p><b>Dystopian history:</b></p> <p>C1726: imperial expansion where British ships sailed all over the world colonising states and nations</p> <p>Late 19<sup>th</sup>/early 20<sup>th</sup> century: Einstein’s theory of relativity was published. Increasing nationalism in European and American politics.</p> <p>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.</p> <p>Early-mid 20<sup>th</sup> century: huge technical advancements led people to believe that there would be no need for human labour.</p> <p>1939-1945: World War II implied a splitting of the world into 3 blocs.</p> <p>2008: The global financial crash left many people feeling disenfranchised</p> <p>2020: Covid 19 Coronavirus. A global pandemic which led to countries cancelling travel, closing borders and “lock downs” of countries.</p> <p><b>Features of the Dystopian genre:</b></p> <p>Propaganda is used to control the citizens of a society. Information, independent thought and freedom are restricted.</p> <p>Citizens have a fear of the outside world.</p> <p>Citizens live in a dehumanised state.</p> <p>The society is an illusion of a perfect utopian world.</p>		<p>Omen – Something believed to predict a good or bad event, related to superstition.</p> <p>Totalitarianism – A governing body executing absolute power and control.</p> <p>Pathos – a quality that arouses a spirit or emotions</p> <p>Bathos - a change from a serious subject disappointing one</p> <p>Ethos – the distinctive spirit of an era or culture</p> <p>Empire – a group of states or countries that are ruled under a single supreme leader, usually an emperor or empress</p>
		<p>Links to careers, personal development and other subject areas:</p> <p>Careers: news reporter, journalist</p> <p>History: Ancient Rome</p>
		<p>Dystopian short stories, extracts and poetry: 18<sup>th</sup>-21<sup>st</sup> centuries.</p> <p>Literacy legends: fiction and non-fiction extracts</p>
		<p><b>Opportunities for extended writing:</b></p> <p>Adapting extracts into scripts; analytical writing; narrative and descriptive writing and writing monologues and podcasts.</p>
		<p>Dystopia – an imaginary place by which the condition is as bad as possible</p> <p>Utopia – an imaginary place by which the condition is as perfect as possible</p> <p>Communism – a political theory from Karl Marx which advocates for all property to be publicly owned, where all people work and are paid according to their skills and needs</p> <p>Surveillance – close observation, usually of a criminal or suspect</p> <p>Propaganda – information, especially biased or misleading in nature, used to promote a political view point</p> <p>Illusion – a deceptive appearance or impression</p> <p>Disenfranchised – to deprive the right or privilege</p>
	<p><b>Summer term Homework</b></p>	<p><b>Week 1</b> – Revise the definition and key quotation sections of KO</p> <p><b>Week 2</b> – Revise key terminology section of KO (Dystopian to Disenfranchised)</p> <p><b>Week 3</b> – Revise key terminology section of KO (Allusion to Characterisation)</p> <p><b>Week 4</b> – Revise relevant history section of KO (c1726 to Russia between the wars)</p>



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		<p><b>Week 5</b> – Revise relevant history section of KO (Early-mid 20<sup>th</sup> c to 2008)</p> <p><b>Week 6</b> – General revision task (EDN on all)</p> <p><b>Week 7</b> – Revise all key terminology (EDN on spellings and definitions)</p> <p><b>Week 8</b> – Revise speech writing features</p> <p><b>Week 9</b> – Revise the 5 features of Mise-en-scene</p> <p><b>Week 10</b> – Research dramatic monologues and identify any DAFOREST techniques</p> <p><b>Week 11</b> – Revise key terminology section of KO</p> <p><b>Week 12</b> – What aspect do you need to revise more. Revise this for next lesson.</p> <p><b>Week 13</b> – General revision task</p>
<p><b>HALF TERM 6: DYSTOPIA</b></p> <p><b>Mise-en-scene:</b> French term meaning ‘to place on stage.’</p> <p><b>5 Features of mise-en-scene:</b></p> <ol style="list-style-type: none"> <li>1. Settings and props</li> <li>2. Costume, hair and make up</li> <li>3. Facial expressions and body language</li> <li>4. Lighting and colour</li> <li>5. Positioning of characters/objects within the frame</li> </ol> <p><b>Dramatic monologue:</b> 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><b>Speech writing features:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct address:</b> Using the second person voice, e.g. the pronoun “you”.</li> <li>• <b>Anecdotes:</b> Personal stories to back up argument – <i>I once knew a man who ...</i></li> <li>• <b>Facts:</b> Statements that are unarguably true. These add credibility to an argument.</li> <li>• <b>Opinions:</b> Express a point of view using strong words – <i>e.g. it’s outrageous!</i></li> <li>• <b>Rhetorical questions:</b> Questions to which you don’t expect an answer – <i>Do we really expect pollution to disappear of its own accord?</i></li> <li>• <b>Examples, experts and Emotive language:</b> These help to add weight to the argument.</li> <li>• <b>Statistics and similes:</b> This will show that the writer has done their research, similes and metaphors add a more complex level of meaning.</li> </ul> <p><b>Triples:</b> The power of three – <i>e.g. Towns, cities and villages will all benefit from these changes.</i></p>		<p>Dystopian short stories</p> <p>Literacy legends: fiction and non-fiction extracts</p>
		<p><b>Assessment:</b></p> <p>Students will complete three temperature checks and two summative assessments throughout the year</p>
		<p>Allusion – to pass reference to something indirectly</p> <p>Iconography - the system of using familiar images as symbols</p> <p>Paradox: a situation that is difficult to understand because it contains two opposite facts</p> <p>Symbolism: the use of symbols to represent ideas or qualities</p> <p>Motif: a dominant or recurring idea</p> <p>Proposer: the person who puts the motion forward (usually speaks first)</p> <p>Opposer: the person who disagrees with the motion put forward</p> <p>Protagonist: the leading character in a drama, movie, novel or fictional text</p>
		<p>Links to careers, personal development and other subject areas:</p> <p>Careers: film and media industry, journalism and make up artist</p>