



ENGLISH CURRICULUM MAP

YEAR 9

AUTUMN TERM

GOTHIC – JANE EYRE

Reading Assessment Task (Teacher Assessed)			Jane Eyre FUR LESSONS: The Hate You Give One Of Us Is Lying
Essay Writing: How is <i>gothic concept</i> portrayed in Jane Eyre? Students are given a choice of which of the five key concepts they will write their essay on.	Sentence 1: Construct thesis statements Sentence 2: Topic sentences Sentence 3: Select and embed evidence Sentence 4: Analyse a writer's use of language Sentence 5: Evaluate the writer's intent Sentence 6: Compare texts in relation to literary concepts, ideas and methods Sentence 7: Extend: recognising different arguments		
Reading Assessment Strands			Key words: Reading Gothic, Genre, Terror, Sublime, Inner Conflict, Byronic Hero, Vulnerability, Victim, Villian, Supernatural, Psychological, Symbolism, Subvert, Concept, Legacy, Analyse, Evaluate, Infer, Outsider, Post-colonialism, Xenophobia Writing Pathetic Fallacy, Setting, Simile, Metaphor, Personification, Symbolism, Characterisation, Perspective, Sensory Imagery Grammar Subject, Verb, Object, Clause, Fragment, Noun, Adjective, Fragment, Adverb Oracy Self-assurance, Organisation
Writing Assessment Task (Teacher Assessed)			
o Summarise main ideas from fiction sources. o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations. o Select appropriate evidence from the sources to support opinions, judgements and interpretations. o Understand how connotations of words shape meaning. o Identify figurative language within fiction and non-fiction sources e.g. simile, metaphor, personification. o Identify symbols used in fiction sources and explain their meaning. o Identify and explain methods used by writers to construct and convey characters. o Evaluate the writer's intent o Linking to context o Extend: recognising different arguments	Creative Writing: Write the opening to a gothic novel. o Triple adjective punch o Adjective Attack o Three verb sentence o Double adverb snap		
Writing Strands			
Grammar (Implicitly Assessed)			
Oracy			
HOMEWORK			
Week	Vocabulary		
1	Gothic, Genre, Terror		Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
2	Setting, Sublime, Pathetic Fallacy		
3	Inner Conflict, Characterisation		
4	Vulnerability, Victim, Villain		
5	Supernatural, Psychological, Symbolism		
6	Convention, Concept, Legacy		
7	Frame Narrative, Perspective, Structure		
8	Duality, Identity, Transformation		
9	Vulnerability, Grief, Autonomy		Links to careers, personal development and other subject areas: Writing skills/ novelist Historical roles – curator, historian BCLM trip – looking at how the career sphere has changed – paid actor/ historian/ museum roles
10	Social Class, Parallel		
11	Self-Destructive, Byronic Hero		
12	Feminism, Patriarchy, Society		
13	Full Key Terminology Quiz		



ENGLISH CURRICULUM MAP

YEAR 9

SPRING TERM

TRAGEDY - OTHELLO

Reading Assessment Task (Teacher Assessed)			Othello FUR LESSONS: The Hate You Give One Of Us Is Lying
Extract: Death of Desdemona	Sentence 1: Construct thesis statements Sentence 2: Topic sentences Sentence 3: Select and embed evidence Sentence 4: Analyse a writer's use of language Sentence 5. Evaluate the writer's intent Sentence 6. Extend: recognising different arguments		Opportunities for extended writing: Transactional writing Analytical writing
Reading Assessment Strands			o Summarise main ideas from fiction sources. o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations. o Select appropriate evidence from the sources to support opinions, judgements and interpretations. o Understand how connotations of words shape meaning. o Identify figurative language within fiction and non-fiction sources e.g. simile, metaphor, personification. o Identify symbols used in fiction sources and explain their meaning. o Identify and explain methods used by writers to construct and convey characters. o Evaluate the writer's intent o Linking to context o Extend: recognising different arguments
Writing Assessment Task (Teacher Assessed)			
Non-Fiction Task: Article exploring Shakespeare's relevance in modern day	Retrieve previous 4 o Without, without o Not (not), nor, nor o Comparative more, more o Writer's aside		
Writing Strands			
o Effectively plan and organise ideas before writing. o Produce writing that is well organised, clear and cohesive. o Use paragraphs accurately and to aid meaning. o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc. o Use figurative language effectively in both fiction and non-fiction writing including similes, metaphors and personification.			
Grammar (Implicitly Assessed)			
o Know that a grammatically correct sentence must include both a subject and a verb. o Identify and correct fragments. o Identify and correct run-on sentences. (Two or more main clauses following on from each other without proper punctuation or appropriate conjunctions.) o Identify the subject in a sentence: The cat sat on the mat. o Identify the object in a sentence: The cat sat on the mat. o Identify different parts of speech/word class: e.g. noun, including noun phrases o Identify different parts of speech/word class: verb including verb phrases o Identify different parts of speech/word class: adjective			
Oracy			
Individual presentation and Q and A. Shakespeare's relevance in modern day society – (Appropriate vocab choices, confidence, reasoning, whole speech structure, voice projection, tone, pace, gesture, rhetorical features)			
HOMEWORK			
Week	Vocabulary		
1	Tragedy, Fate, Tragic Hero, Suffering Hamartia, Revenge, Morality, Oxymoron, Setting, Symbolism, Outsider		Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
2	Social class, Antagonist, Machiavellian, Subvert, Euphemism, Imagery, Monologue, Conform, Irony, Racial Slur, Race		
3	Patriarchy, Gender role, Duty, Foreshadowing		
4	Isolation, Verse, Prose, Hubris, Soliloquy		
5	Dramatic irony, Dramatic Foil. Pun, Metaphor, Jealousy, Grandeur, Bestial, Peripeteia, Proxemics		
6	Motif, Symbol, Internalise, Irony, Entrances and exits, Feminist, Subvert		
7	Persona, Coercive, Stereotype		
8	Setting, Proxemics, Props		
9	Stagecraft, Duty, Honor, Anagnorisis, Juxtaposition		
10	Hero, Aristotelian, Downfall, Tragic, Colonialism		Links to careers, personal development and other subject areas. linking to stagecraft, performing arts, playwriting and the study of historical literature



ENGLISH CURRICULUM MAP

YEAR 9

SUMMER TERM

LESSONS IN ADOLESCENCE – THE OUTSIDERS

Reading Assessment Task (Teacher Assessed)			The Yellow Wallpaper – range of extracts FUR LESSONS: The Hate You Give One Of Us Is Lying
Theme based question: Reflection on society.	Sentence 1: Construct thesis statements Sentence 2: Topic sentences Sentence 3: Select and embed evidence Sentence 4: Analyse a writer’s use of language Sentence 5. Evaluate the writer’s intent Sentence 6. Extend: recognising different arguments		Opportunities for extended writing: Creative writing Analytical writing
Reading Assessment Strands			
<ul style="list-style-type: none"> o Use and gather information from within fiction sources to form opinions, build judgements and offer interpretations. o Select appropriate evidence from the sources to support opinions, judgements and interpretations. o Understand how connotations of words shape meaning. o Identify figurative language within fiction and non-fiction sources e.g. simile, metaphor, personification. o Identify symbols used in fiction sources and explain their meaning. o Identify and explain methods used by writers to construct and convey characters. o Evaluate the writer’s intent o Linking to context o Extend: recognising different arguments 			
Writing Assessment Task (Teacher Assessed)			Key words: Reading Adjective, Noun, Verb, Simile, Symbol, Metaphor, Motif Connotation, Method, Construct, Evidence, Interpret, Intent, Context, Structure, Thesis, Compare, Concept, Embed Writing Paragraphs, Adjectives, Verbs, Nouns, Subject, Fragment, Simile, Metaphor, Personification, Pathetic fallacy Grammar Subject, Verb, Object, Run-on, Fragment, Noun, Main clause, Subordinate, Adverb Oracy Liveliness, Flair
Creative writing task	Retrieve previous 8 <ul style="list-style-type: none"> o Almost, almost, when o Colon clarification o Repeat and reload o Last word, first word 		
Writing Strands			
<ul style="list-style-type: none"> o Effectively plan and organise ideas before writing. o Produce writing that is well organised, clear and cohesive. o Use paragraphs accurately and to aid meaning. o Choose and use vocabulary for effect including a range of adjectives, nouns, verbs, adverbs etc. o Use figurative language effectively in both fiction and non-fiction writing including similes, metaphors and personification. 			
Grammar (Implicitly Assessed)			
<ul style="list-style-type: none"> o Know that a grammatically correct sentence must include both a subject and a verb. o Identify and correct fragments. o Identify and correct run-on sentences. (Two or more main clauses following on from each other without proper punctuation or appropriate conjunctions.) o Identify the objects and subjects in sentences o Identify different parts of speech/word class: nouns, verb including verb phrases , adjectives and adverbs o Identify main and subordinate clauses o Understand how clause positioning can alter meaning 			
Oracy			
Individual presentation on societal issue			
HOMEWORK			Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
UNDER CONSTRUCTION - COMING SOON			
			Links to careers, personal development and other subject areas: