



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			
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)			
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			
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. (A sentence that is missing either its subject or its main verb.) 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 -concrete and abstract -common and proper o Identify different parts of speech/word class: verb o Identify different parts of speech/word class: adjective			
Oracy			
Writer's intent (individual presentation on reflections of personal writing) Choice of content to convey meaning, self-assurance,			
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		
10	Social Class, Parallel		
11	Self-Destructive, Byronic Hero		
12	Feminism, Patriarchy, Society		
13	Full Key Terminology Quiz		
		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	



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				Key words: Reading Adjective, Noun, Verb, Simile, Symbol, Motif, Metaphor, 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, Object, Verb, Clause, Fragment, Noun, Run-on, Adjective, Noun Oracy Self-assurance, Rhetorical, Reasoning	
<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> o Without, without o Not (not), nor, nor o Comparative more, more o Writer's aside 		Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.		
Writing Strands					Links to careers, personal development and other subject areas. linking to stagecraft, performing arts, playwriting and the study of historical literature
<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 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				
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				



ENGLISH CURRICULUM MAP

YEAR 9

SUMMER TERM		
Theme based on society	LESSONS IN ADOLESCENCE – THE OUTSIDERS	
	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	
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)		
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		
Week	Vocabulary	
1	Narrative, Fiction, Conventions, Traditions, Identity	
2	Narrative Voice, Unreliable Narrator, Motif, Resolution, Epiphany	
3	Detached, Gothic, Ominous, Honour, Patriarchal, Ambiguous	
4	Dual Voice, Dialect, Colourism, Identity, Conform	
5	Hierarchy, Contrast, Epistolary, Humanity	
6	Opening, Ending, Character Symbolism	
7	Structure, Sentence Types	
8	Third Person, Pace, Tone	
9	Parallel, Moral Decay, Shift, Pivot, Cyclical, Framing	
10	Linear, Evolve, Motif, Ritualistic, Existential	
11	Physical, Linguistic, Cognitive	
12	Full Keyword Quiz	
13	Full Keyword Quiz	
		Assessments: Termly: 1x mid point check, 1x end point check. Yearly: 2x summative assessments.
		Links to careers, personal development and other subject areas:

The Yellow Wallpaper – range of extracts
 FUR LESSONS:
 The Hate You Give
 One Of Us Is Lying

Opportunities for extended writing:
 Creative writing
 Analytical writing

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

Assessments:
 Termly: 1x mid point check, 1x end point check.
 Yearly: 2x summative assessments.

Links to careers, personal development and other subject areas: