

Year 9 Curriculum Map: English

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
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| Unit Title & Assessment Task | Heroes – Robert Cormier Speaking and Listening Group presentation – Did Francis succeed in his “mission”? Reading – whole text character analysis. | Real Life Heroes (conflict poetry and nonfiction) Writing – Discursive article on someone considered to be a hero. | Gothic Literature Reading –Genre focused response Speaking and Listening Individual presentation on favourite Gothic novel/poem/film of their choice. | Days that Shook The world Writing – speech writing. | Rebellious Voices – poetry and Song Speaking and Listening Paired presentation on a poem/song of their choice. Reading – Unseen poetry comparison. | Transition Unit - Blood Brothers Writing –Descriptive writing based on an image. (slum housing) |
| Key Knowledge/ Skills | Understanding of context of life in the USA during World War 2. Evaluating a character in a whole text. Understanding structural choices. Language identification and analysis | Understand a range of social and historical contexts and link to theme of heroism. Pupils will develop formal language skills by whole class discussion and presentation. Understanding of the format, language and structure of a lively article | Understand the context, and features, of the Gothic genre. Understand how a writer structures a Gothic text Demonstrate independent annotation skills Utilise features of the Gothic genre including key vocabulary to impact upon a reader. | Understand context of key events and evaluate the impact. Summarise important research. Use persuasive and rhetorical techniques effectively within the context of a speech. Understand format, purpose and audience of a speech. | Understand intentions of writers. Understand context (genre and historical) Compare poetic voice and style. Understand the power of song as social commentary. Exploration of how context links to text | Understand how to structure an effective description. Understand how to Use a range descriptive techniques. Know how to vary sentence structure and punctuation for effect Use of a range of punctuation Demonstrate knowledge of the context Know how to use ambitious vocabulary for effect. |
| Rationale: | The scheme develops understanding of the year 7 idea of conflict through a challenging text which now deals with more mature | The scheme develops exploration of heroism through the war poetry of Owen and Sassoon and multicultural sources will provide | The scheme develops understanding of the Gothic genre seen in previous texts. Pupils can expand their understanding of the | The scheme develops the concept of heroism from the Autumn term alongside developing the nonfiction writing skills previously | The scheme develops study of a range of poetry including writers’ intentions, language and structure. It builds on | The scheme develops prior descriptive writing skills seen but now applies a new 1960’s to 1980’s context in which pupils |

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| | themes. Writer's structural choices are examined preparing for English Language qualification. | essential context for the study of power and conflict and non-fiction texts KS4. | gothic genre here and apply to their work on "A Christmas Carol" at KS4. | demonstrated in both year 7 and year 8. | previous concepts of conflict, social injustice and empathy. It also helps to prepare them for poetry analysis at GCSE level. | can write creatively. This prepares them for successfully imaginative and vivid descriptions at GCSE level. |
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