

Curriculum Content Map		Subject: English												KS3: Year 9												
		Term 1				Term 2				Term 3																
		September	October	November	December	January	February	March	April	May	June	July														
		'Of Mice and Men'		Gothic Villains		Society's Biggest Questions		Poetry from other cultures		The Lord of the Flies		Shakespeare's Villains														
Cultural Transmission	Unit of Work																									
	National Curriculum area – KS3	"Develop the habit of reading widely and often, for both pleasure and information. Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth"		"Reading a wide range of fiction – whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include pre-1914 literature" Stories, scripts, poetry and other imaginative writing. Plan, draft, edit and proof-read"		"Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning; write accurately, fluently, effectively and at length for pleasure and information through: summarising and organising material, and supporting ideas and arguments with any necessary factual detail"		"Recognising a range of poetic conventions and understanding how these have been used. English literature, both pre-1914 and contemporary, including prose, poetry"		"Read easily, fluently and with good understanding Develop the habit of reading widely and often, for both pleasure and information Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language Appreciate our rich and varied literary heritage"		"Giving short speeches and presentations, expressing their own ideas and keeping to the point. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play"														
	Substantive Knowledge	The What!		Students are able to get cultural capital from a text that explores complex themes of segregation and financial depression. 'Of Mice and Men' will provide a look at 1920s America and how people were treated. This topic will explore race, stereotypes and gender equality. Discussion and debate topics – as well as analysis of literature.		Students will read and analyse a range of 19th, 20th and 21st century Gothic Literature (poetry, prose and drama). Students will analyse how structures (Freytag's pyramid, cohesion, rhythm and meter) are used to create tension in extracts. Students will also produce creative writing which uses ambitious structures, original plots and non clichéd language.		Students will explore the most pressing and important societal questions for our world, and their generation today. This includes exploring the topics of: the effects of gaming, social media, global warming, mental health and gender inequality.		Poetry will be looked at in this unit giving students the opportunities to look at some poems by culturally relevant people like John Agard. Students will be developing their analytical skills by competing in PEEZE relays.		Students will study the text 'Lord of the Flies'. Students will explore a world without rules and structure. Do these structures change us? Do humans have the capacity to be evil?		Students will study a range of Shakespeare's villains in his tragedy and historical play genres. Students will explore the pertinent historical links to the Elizabethan and Jacobean eras and will begin to question Shakespeare's lessons on power, ambition and loyalty.												
	Disciplinary Knowledge	The How!		Students will experience a GCSE style text (now removed from GCSE) to apply their language skills to. They will be exploring the society in a segregated America and commenting on the links between different classes of people and why John Steinbeck made those decisions.		Students will identify literary and linguistic devices used in Gothic fiction including zooming in on word class and exploring the connotations of words. Students will analyse how atmosphere is created through both structure and description. Students will employ a range of syntactical and grammatical structures within their writing to produce a story which engages a reader.		Students will read a range of non-fiction across the unit and analyse how grammatical, syntactic and rhetorical choices can be used to create a sense of urgency and persuade the reader of an ideology. Students will employ a range of rhetorical devices, sentence structures and non-fiction conventions to their own writing.		Students will analyse individual effects on word classes and including their SPaG lessons making sure that they can identify and explain the effect in a positive and effective way.		Students will be honing their language skills in order to decipher hidden meanings. Students will be looking to extend their PEEZE answers by writing multiple paragraphs and developing an essay style of writing through layers of skills they have acquired through previous units.		Students will analyse the key tragic aspects of Shakespeare's villains using specific tragic terminology. Students will then apply this to quotations and will explore the use of literary, linguistic and structural devices in the plays. Students will develop their academic essay writing skills by exploring the concepts of thesis statements and clearly writing up their ideas.												
	Sequencing	Retrieval & Extension		Builds Upon Students will continue to develop their analytical skills and their debating skills from year 8 Is further developed in Students will further develop these skills as they look at 'Society's Biggest Questions' and when they look at 'A Christmas Carol' in year 10.		Builds Upon Students previously studied 'Of Mice and Men' and synthesised analysis with contextual information. This study enables them to apply how to link context with analysis in the Gothic genre. Is further developed in Students, however, will move from just looking at the 20th century to looking at the 19th and 21st century too. They will use these skills when looking at 'Society's Biggest Questions' and 'Shakespeare's Villains'.		Previously students explored the Gothic genre in 19th, 20th and 21st century fiction. Students will now transfer their analytical and creative writing skills to a unit of non-fiction enabling them to see the differing effects of language, grammar and structure on readers across fiction and non-fiction.		Builds Upon Developing their skills looking at unseen and culturally rich poems from year 8. Is further developed in Students will look at poetry again as they enter year 10 and look at the 'Power and Conflict' anthology.		Students will build upon the skills they learnt in their other literature units as they develop their skills in analysis by making connections to other parts of the texts and units. This will be developed in year 10 as students begin to analyse the language and context of 'A Christmas Carol'.		Previously, students have studied The Lord of the Flies which provides them with a platform to be able to critique how the pursuit of power and ambition is devastating to society.												
Summative Assessment			Analytical paragraphs assessing AO1 AO2 and AO3 (Deep Mark)		Analytical paragraphs assessing AO1 AO2 and AO3 (Deep Mark)		Creative writing AOS A06 (Deep Mark)		Creative writing AOS A06 (AP1)		Non-Fiction writing piece assessing AOS and A06. (Deep Mark)		Non-Fiction writing piece assessing AOS and A06. (Deep Mark)		Analytical paragraphs assessing AO1 AO2 and AO3 (Deep Mark)		Analytical paragraphs assessing AO1 AO2 and AO3 (AP2)		Non-Fiction writing piece assessing AOS and A06. (Deep Mark)		Analytical paragraphs assessing AO1 AO2 and AO3 (Deep Mark)		Answering reading comprehension questions. Assessing AO1, AO2 and AO3.(Deep Mark)		END OF YEAR EXAMS	
Personal Empowerment	Virtue	Friendliness & Civility		Justice & Truthfulness		Courage		Generosity		Gratitude		Good Speech		Good Temper & Humour		Self-Mastery		Self-Mastery		Compassion		Good Sense				
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue.		Students will look at the book 'Of Mice and Men' and decide whether the characters decided the fate they got or whether they suffered at the hands of justice.		Students will debate who is true and who shows friendliness to their fellow workers. What is justice for characters that are discriminated against?		Students will look at the society in which the gothic genre was written and how the characters in poverty showed courage through dark times.		Students will show how generous they are when they team up to share creative writing ideas to form a group piece.		Students will explore how we as a society feel gratitude for the voices of others who fight for social justice. Students will explore how we can demonstrate gratitude by using our own voices.		Students will debate their ideas in class to show a recognition of how good speech is pivotal to communicating our ideas.		Students will develop their poetry analysis by examining more poetry that perhaps they are unfamiliar with and decide whether they are examples of good speech.		Students will explain how these poems show good temper and humour to portray meaning in the poems. Can they make inferences about the positive and humorous language that is used?		They are able to produce a high quality piece of work with autonomy and by especially persuasive language in their writing.		Students will demonstrate self mastery by being independent learners.		Students will analyse how Shakespeare's villains have a complete lack of compassion for people and act in egotistical ways that only benefit themselves.		Students will understand how Shakespeare promotes a message of good sense by following rule and order in society and treating people unfairly.
Preparation for Work	Skill	Listening		Leadership		Problem-Solving		Creativity		Staying Positive		Speaking		Staying Positive		Aiming High		Aiming High		Speaking		Teamwork				
	Link to Skill	Transferable skills		Students will demonstrate and practice good listening during discussion sessions on the impacts on society.		Students will explore different styles of leadership through the protagonists' struggles to lead in 'Of Mice and Men'.		Students will understand how characters in the novels overcome challenges and how the structure of challenge and resolution is presented in literature.		Students will have the opportunity to explore their creativity by producing highly descriptive and imaginative pieces of writing.		Students will consider how language (particularly our own individual rhetoric) has the power to instill the skill of staying positive in people. Students will explore how staying positive in hardship builds resilience.		Students will share their ideas with their peers demonstrating their ability to apply the skill of speaking.		Students will explore the ideas of speaking through poetry by looking at tone and inflection. Does the punctuation and tone of the poem change the meaning?		Students understand and explore alternative points of view about culture and society, and how the poets find the beauty in sometimes mundane places in order to stay positive.		Students will demonstrate their commitment to their craft by writing detailed transactional writing that shows how they have mastered this form and an analytical paragraph.		Students will aim high by studying a range of Shakespeare villains to show an understanding of the genre.		Students will debate their ideas with their peers and will have the opportunity to read extracts from Shakespeare out loud to improve their oracy skills.		Students will use teamwork skills to act out key sections of plays.
Preparation for Citizenship	Link to SMSC & British Values	Democracy		Individual Liberty		Mutual Respect		Individual Liberty		Democracy		Individual Liberty		Tolerance		The Rule of Law		Mutual Respect		The rule of law						
	Link to SMSC & British Values	Developing opinions on current issues		Students will explore the lack of democracy in a segregated America. Students will apply this to the characters within the novel and decide whether what they did was right or wrong.		Students will explore how groups of peoples' individual liberty had been removed and manipulated. Students will need to decide if this is a situation that they were in control of, or just acting on orders.		Students engage with a range of topics within the Gothic genre from the rights of women to the exclusion of people from society. They are able to see how mutual respect creates a fairer society.		Students will also reflect on how Gothic writer has used their individual liberty to promote tolerance and democracy for all.		Students will acknowledge the importance of democracy in enabling us to protest, have freedom of speech and fight for social justice for others.		Students will recognise that it is our own individual liberty that enables us to protect others in our world. Students will be exposed to differing opinions from their own and will respect the beliefs of others.		Students look for being open and respectful by demonstrating empathy and compassion through writers' and their reasons for writing.		Students will look at how society reforms when all rules go out of the window. How do we live in a society without structure?		Students will look at mutual respect and the lack thereof. In a world where destiny prevents true love, students look at how respect and disrespect are represented in 16th century world		Students will need to understand and appreciate the law in which this was written and the comparisons between society now and as it once was. Who had it better?				