

Curriculum Content Map		Subject: English											Year 9															
		Term 1				Term 2			Term 3																			
Month		September	October	November	December	January	February	March	April	May	June	July																
Cultural Transmission	Unit of Work	The Book Thief				Gap Filling		Society's Biggest Questions		Poetry from other cultures		Shakespeare's Villains		Gothic Literature														
	National Curriculum area – KS3	Develop an appreciation and love of reading, and read increasingly challenging material independently through, knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.				Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. T		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		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		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"														
	Substantive Knowledge	The What!				Students will be reflecting on their AP1 substantive knowledge: analysing language and structure and evaluating.		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 PEEZIE relays.		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.		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 cliched language.														
	Disciplinary knowledge	The How!				Students will be reading The Book Thief and exploring how individuals, communities and societies were affected by the Holocaust. Students will be questioning whether prejudice exists and what the impact of it is on humans. Students will anchor these questions into their study of the novel. Students will be engaging with how human beings show strength and compassion even in the face of despicable evil.		Students will be revisiting their AP1s to fill in the gaps in their knowledge such as analysing techniques, using quotations and evaluating a writer's ideas.		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 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.		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.												
	Sequencing	Retrieval & Extension		Students refine their linguistic and grammatical knowledge of the language to include phonetic and semantic analysis of words and clauses; additionally, their metaphorical interpretation of techniques expands beyond metaphor and simile to consider the wider structural impact of devices across a novel. Furthermore, students are encouraged to critique and develop an appreciation for structure beyond a comprehensive level.				Students will revise and include the missing skills and knowledge from their AP1. Students will undertake personalised learning to ensure that they are meeting their new targets..		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.		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.		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. Students, however, will move from just looking at the 20th century to looking at the 19th and 21st century too.												
	Summative Assessment	Reading comprehension based assessment.					Non-Fiction writing piece assessing AO5 and AO6.		Essay assessing AO1 AO2 and AO3		AP3: Unseen Extract		Creative Writing: Gothic Monsters															
Personal Empowerment	Virtue	Friendliness & Civility		Justice & Truthfulness		Courage		Generosity		Gratitude		Good Speech		Good Speech		Good Temper & Humour		Self-Mastery		Compassion		Good Sense						
	Link to Virtue	The opportunity to reflect, think deeply and critically about an issue.		Students will examine how the main characters are able to form friendships even in the setting of an uncivil society.		Students will question the absence of justice and truth in Germany during the 1930s and 1940s.		Students will examine how the characters show courage in the face of anti-semitism in the 1930s		Students will explore how even in oppressive regimes, humans can find the capability to be generous to one another.		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. They will explain how these poems show good temper and humour to portray meaning in the poems		Students will demonstrate self-mastery by considering how Shakespeare's villains show a lack of self control when pursuing their desires.		Students will demonstrate self-mastery by Gothic writers struggled with the concepts of self-mastery		Students will demonstrate compassion when considering how unfair the 19th century society was for citizens and writers alike.		Students will demonstrate good sense when reflecting on the difference between our society and the 19th century society.				
Preparation for Work	Skill	Listening		Leadership		Problem-Solving		Creativity		Staying Positive		Speaking		Speaking		Staying Positive		Aiming High		Aiming High		Speaking		Teamwork				
	Link to Skill	Transferable skills		Students will demonstrate their listening skills by being able to listen to their peers reading the book and by relaying information back to the class based on what they have read.		Students will demonstrate leadership when leading discussions in the classroom about racism, ethics and philosophy.		Students will demonstrate problem solving when considering the options those fleeing or trying to survive in Germany.		Students will demonstrate creativity by considering what narrative perspective they could use in their novel.		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 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 aim high when preparing for their AP3 mock examination; students will show high expectations for themselves as they begin to use secondary sources and tragic terminology to analyse Shakespeare's villains.		Students will aim high when approaching 19th century texts.		Students will demonstrate speaking as they prepare and deliver presentations to share with their peers about Gothic authors that they have studied.		Students will demonstrate teamwork as they work in small groups to deliver presentations.				
Preparation for Citizenship	British Values	Democracy, Individual liberty				Mutual Respect				Democracy, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs.				Tolerance				Rule of Law				Mutual Respect						
	Link to British Values	Developing opinions on current issues				Students will explore how the foundations of democracy were ruined when Hitler established a totalitarian routine; students will examine how the individual liberty of citizens, especially those of the Jewish faith, were affected by the Nazis.				Students will value the British Value of mutual respect when they reflect on the lack of mutual respect shown to those, especially those of a Jewish faith, who didn't align with the Nazi regime led by Hitler.				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 consider why it is so important to have rule of law when they study Shakespearean villains who go against the laws of their society.				Students will study why we all need to have mutual respect for each other by comparing how in the 19th century people had less respect for each other.		