

	Autumn	Spring	Summer
Content	Historical Fiction: Private Peaceful	Play: Burning Everest	Topical Fiction: <i>No Ballet Shoes in Syria</i>
Knowledge	<ul style="list-style-type: none"> • Historical Knowledge of WW1 • Knowledge of persuasive techniques/ language. 	<ul style="list-style-type: none"> • Geographical knowledge of Mount Everest. • Knowledge of George Mallory and Andrew Irvine. 	<ul style="list-style-type: none"> • Geographical - current affairs knowledge - Syria. • Themes of respect. • Themes of well-being.
Key Terminology/ Vocabulary	<input type="checkbox"/> Poaching <input type="checkbox"/> Patriotism <input type="checkbox"/> Hun <input type="checkbox"/> Tommy <input type="checkbox"/> Fritz <input type="checkbox"/> Emotive Language <input type="checkbox"/> Tricolon <input type="checkbox"/> Foreshadowing	<input type="checkbox"/> Monologue <input type="checkbox"/> Soliloquy <input type="checkbox"/> Irony <input type="checkbox"/> Satire <input type="checkbox"/> Mountaineering	<input type="checkbox"/> Refugee <input type="checkbox"/> Compare <input type="checkbox"/> Contrast <input type="checkbox"/> Similarity <input type="checkbox"/> Asylum <input type="checkbox"/> Asylum seeker <input type="checkbox"/> Formidable <input type="checkbox"/> Conflict
Skills	<p>AO1: Read and understand a range of texts.</p> <p>AO2: Explain how writers use language for effect/influence.</p> <p>AO4: Comment on personal preferences and give explanations.</p> <p>AO5: Communicate clearly and appropriately.</p> <p>AO6: Use Vocabulary for purpose. SPaG</p> <p>AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language.</p> <p>AO9: Use spoken English effectively in</p>	<p>AO1: Read and understand a range of texts.</p> <p>AO2: Explain how writers use language for effect/influence.</p> <p>AO4: Comment on personal preferences and give explanations.</p> <p>AO5: Communicate clearly and appropriately; Use suitable structural features.</p> <p>AO6: SPaG</p> <p>AO8: Listen and respond appropriately to spoken language.</p>	<p>AO1: Read and understand a range of texts.</p> <p>AO2: Explain how writers use language for effect/influence.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Comment on personal preferences and give explanations.</p> <p>AO5: Communicate clearly and appropriately.</p> <p>AO6: Use Vocabulary for purpose. SPaG</p>

Curriculum Map - Year 9 SUTE (Link: Learning Skills)

	presentations.		
Key Questions	<p>How is the horror of the trenches conveyed by Michael Morpurgo's use of language? How are is animal imagery used to reflect the character's experience? How is foreshadowing used to suggest future events?</p>	<p>What reasons are there for Jim to have a bad attitude? How could the characters be ordered in terms of bad attitude/actions?</p>	<p>Questions based on vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising. <i>E.g. Define elongate; How does the music make Aya feel?; Where was home for Aya?; Summarise everything you have learnt about Aya.</i> Questions based on comparison with the experiences of the characters in 'Windrush Child'.</p>
Assessment	<p>Practice Component 1 NEA Component 1SUTE NEA SPaG Mixed Questions Section 1 Low stakes questioning on reading material.</p>	<p>Component 1SUTE NEA SPaG Mixed Questions Section 2 Low stakes questioning on reading material.</p>	<p>Practice Component 2 SUTE NEA Component 2 SUTE NEA SPaG Mixed Questions Sections 3, 4 and 5. Low stakes questioning on reading material.</p>
Literacy	<p>Spelling, Punctuation and Grammar:</p> <ul style="list-style-type: none"> ● Plurals ● Prefixes ● Suffixes ● Comparing ● Using superlatives ● Silent Letters ● Vowel Sounds ● Hard and Soft 'c' sounds ● i Before e Rule ● Commonly Misused Words. ● Punctuating Sentences ● Commas 	<p>Spelling, Punctuation and Grammar:</p> <ul style="list-style-type: none"> ● Colons and semi-colons ● Brackets and Dashes ● Hyphens ● Apostrophes ● Speech Marks ● Nouns ● Articles ● Pronouns ● Verbs ● Adjectives 	<p>Spelling, Punctuation and Grammar:</p> <ul style="list-style-type: none"> ● Adverbs ● Sentence Structure ● Phrases and Clauses ● Prepositions ● Connectives ● Paragraphs ● Negatives ● Tense ● Standard English ● Writing in the Right Style

Curriculum Map - Year 9 SUTE (Link: Learning Skills)

Numeracy	<ul style="list-style-type: none"> ❖ Diamond 9 ❖ Timeline. ❖ Sequencing. 	<ul style="list-style-type: none"> ❖ Graphic Organisers ❖ Diamond 9 	<ul style="list-style-type: none"> ❖ Diamond 9 ❖ Timeline. ❖ Sequencing.
SMSC/ Character	<ul style="list-style-type: none"> ★ Sense of fascination learning about the world around them ★ Showing respect for cultural diversity in national and global communities. ★ Ability to identify and value common ideas and differences across cultural, religious and ethnic communities. ★ Appreciation and understanding of the range of cultural influences that have contributed to the shape of modern Britain. 	<ul style="list-style-type: none"> ★ Investigation into moral and ethical issues and appreciation of the viewpoints of others. ★ Sense of fascination learning about the world around them. ★ Ability to appreciate shared accomplishments in history. 	<ul style="list-style-type: none"> ★ Sense of fascination learning about the world around them ★ Showing respect for cultural diversity in national and global communities. ★ Ability to identify and value common ideas and differences across cultural, religious and ethnic communities.
Enrichment opportunities and futures	Club - Barrington Stoke Young Editors - Fridays at 3.10pm.	Club - Barrington Stoke Young Editors - Fridays at 3.10pm. Holocaust Memorial Day speaker with National Literacy Trust	Club - Barrington Stoke Young Editors - Fridays at 3.10pm. London Fire Brigade Visit