



Haydon English - Year 9

## Curriculum Map

Subject: English

Year: 9



TERM	Autumn 1 & 2 Fantasy & imagination		Spring 1 Relationships	Spring 2	Summer 1 Crime & punishment	Summer 2
Weeks	7	6	6	6	6	7
Homework	One written and one reading each week.					
Reading logs	<i>Students have reading logs that encourage the development of a reading habit and involve the parents in a reading partnership which carries on from yr 7 and 8 . They have a weekly reading task in the log and also log their reading time each week and get a parent/carer to sign off as part of homework.</i>					
<b>Class readers</b>	<b>Ready Player One</b> <b>Dystopian fiction to bring issues of technology into the discussion</b>					
<b>Knowledge</b> To build on reading engagement and enjoyment from yr 8 To introduce them to a genre of text that will inspire their	<b><u>Stardust - Neil Gaiman,</u></b> Anchor text for the teaching of creative writing skills. Students will read the text alongside a structured creative writing unit, breaking down key skills of writing and building their own story over the	<b><u>Continue with Stardust - Neil Gaiman,</u></b> Anchor text for the teaching of non-fiction writing skills. Students will read the text alongside a project-based task, in which students will create different forms of non-fiction writing.	<b><u>Love and Relationship Poetry</u></b>  Students will explore an anthology of poems that explore relationships and love	<b><u>Hamlet -Shakespeare</u></b> Students will build on their prior knowledge of Shakespeare from yr 8 R&J and will know about the context of Elizabethan time Students will learn about Tragedy form	<b><u>2 x cont Hamlet study</u></b>  <b><u>4 x An Inspector Calls by Priestley</u></b> 20th Century Play: An Inspector Calls	<b><u>An Inspector Calls</u></b> By Priestley  20th Century Play: An Inspector Calls Link to GCSE skills Knowledge Content: 1912; 1945; Priestley's life and politics; class; prejudice; capitalism; socialism; collective responsibility; morality plays; the



imagination and creative writing To write more 'marathon' lengths of writing as opposed to 'sprint' lengths of writing in yr 8. To introduce them to a wider range of vocabulary tier 2 and 3 to feed their confidence and ability to comprehend texts and interpret. Students will revisit and compound knowledge of fairy tale conventions and allusions found in myths, fables and legends. Students will write their own	weeks.		Students will build on prior knowledge of poetry and analysis to explore and enjoy this unit.	and how to discuss Tragedy genre Students will look at contemporary and modern productions to understand contexts in more detail	Link to GCSE skills Knowledge Content: 1912; 1945; Priestley's life and politics; class; prejudice; capitalism; socialism; collective responsibility; morality plays; the whodunnit • Curriculum Milestone: Writing about whole texts • Link to Prior Learning: Revise and revisit the form of the play and allegory • Revision focus: KS3 Core Knowledge	whodunnit • Curriculum Milestone: Writing about whole texts • Link to Prior Learning: Revise and revisit the form of the play and allegory • Revision focus: KS3 Core Knowledge Through non fiction and fiction articles and extracts students will learn about attitudes and perspectives in societies across the ages They will have prior knowledge from OMAM and Hamlet and from knowledge gained in other subjects on this topic and from their own lives. Students will learn the ability to discuss and debate their opinions, using research and understanding of others's viewpoints in order to express balanced and open-minded opinions. Students will use their empathy skills and wider vocabulary and cultural capital knowledge to access and respond to texts
--	--------	--	---	---	--	---



stories and descriptions. Students will learn to answer comprehension questions with more detail and analysis :						Students will build on listening skills as well as learning to contribute confidently and respectfully to the discussions. Students will revisit and build on persuasive writing and speaking skills
Skills	<b>Reading Skills:</b>  -Reading for meaning and understanding -Develop connotations -Understanding viewpoints -Some clear analysis of writers' methods and effects -Secure terminology  <b>Writing Skills (Fiction):</b> -Widening range of vocabulary -Widening range of accurate spelling, punctuation and grammar. -Understanding of tone, style and register. -Accurate and varied sentence structures -Clearly linked and interesting ideas explored. -Range of language devices used for appropriate effect		To understand and explain the effects of writer's techniques To be able to zoom into words and phrases and draw out inference and interpret the poems bringing in their own personal response. To write in an analytical style to show their engagement with the poems.	Builds on understanding of vocabulary and language using prior knowledge of subject terminology and understanding analysis Forward skills for accessing Macbeth in yr 11 and ACC in yr 10. Knowledge of Tragedy tropes and dramatic devices.		



Key Questions	<p>How to explore and write setting.</p> <p>How to explore and write characters.</p> <p>How to explore and write plot and narrative.</p> <p>How to explore and write dialogue.</p> <p>How to build mood/atmosphere.</p>	<p>How to write for purpose in nonfiction.</p> <p>How to adapt writing to different forms of nonfiction.</p> <p>How to use language effectively in nonfiction writing.</p>	<p>What is the poem about. How are the themes and ideas presented.</p> <p>What is the writer's message and how do I respond to it as a reader.</p>	<p>What is Tragedy? How does Shakespeare use metaphor and imagery to convey his themes and ideas. What context is needed to deepen our understanding and enjoyment of Hamlet. Build on prior knowledge. How do we read a Shakespeare play? How does Shakespeare use language to engage his audience? What is soliloquy?</p>	<p>How has crime and punishment changed through the ages? Why does it change? How do these ideas apply to AIC.</p> <p>Big Question: How does Priestley present ideas about responsibility?</p>	<p>By end of year</p> <p>Sophisticated reading and vocabulary</p> <p>Understanding of AIC and deeper analysis</p> <p>Understanding of voice/structure and language and able to apply in their essays</p>
Challenge	<p>Read <i>The Cornish Princess</i> (The Goldenchild Prophecy)</p>	<p>or any other fiction story around Medieval or Arthurian legends</p>	<p>Write your own poem and submit to a <a href="http://youngwriters.org">youngwriters.org</a> competition and for printing in The Haydonian and Newslink</p>	<p>Visit a theatre production. Read another Shakespeare play. Storyboard your own Tragic Play.</p>	<p>Read <b><i>Raining Fire</i></b> by Alan Gibbons or <b><i>Crongton Knights by Alex Wheatle</i></b> or any Agatha Christie novel.</p>	<p>Challenge task: read <b><i>London belongs to Me</i></b> by Norman Collins</p> <p>Watch The Titanic or read Twelve Minutes to Midnight by Christopher Edge</p> <p>Or <b><i>Unsinkable</i></b> by Gordon Korman</p>



Assessment	<p><b><u>MID-TERM ASSESSMENT:</u></b> Plot Quiz + Terminology Quiz ( /30)</p> <p><b><u>END OF TERM ASSESSMENT:</u></b> One piece of creative writing using prior work as a draft. (1 HOUR - 3-5 Paragraphs)</p>	<p><b><u>MID-TERM ASSESSMENT:</u></b> Plot Quiz + Terminology Quiz ( /30)</p> <p><b><u>END OF TERM ASSESSMENT:</u></b> Write a review of Neil Gaiman's Stardust. Explore the positives and negatives, and make reference to the plot, characters, themes, language and structure that you found effective.</p> <p>The best review in each class will be compiled and sent to Neil Gaiman's Twitter.</p>	<p><b><u>MID-TERM ASSESSMENT:</u></b> To analyse one poem using the skills of identifying writer's techniques, supporting with evidence, zooming in and inference.</p> <p><b><u>END OF TERM ASSESSMENT:</u></b> Mini analysis essay comparing two poems</p>	<p><b><u>MID-TERM ASSESSMENT:</u></b> Plot Quiz + terminology and short language analysis task.</p> <p><b><u>END OF TERM ASSESSMENT:</u></b> Evaluation of viewpoint from 2 non fiction articles</p>	<p><b><u>MID-TERM ASSESSMENT:</u></b> Mini essay on Hamlet - extract and question for end of study ass.</p> <p><b><u>END OF TERM ASSESSMENT:</u></b> Plot Quiz + Terminology Quiz AIC ( /30)</p>	<p><b><u>MID-TERM ASSESSMENT:</u></b> Essay on AIC using a past GCSE exam question from Lit paper 2</p> <p><b><u>END OF TERM ASSESSMENT:</u></b> NGRT reading test</p>
<p><b>Literacy/ Numeracy/ SMSC/ Character</b></p>	<p>-Exploration of genre fiction -Developing creative expression of students -Exploring tropes and stereotypes. -Reflecting students' own beliefs and experiences through their writing.</p>		<p>Key words/literacy: Assonance, Sibilance, anaphora, oxymoron, writer's message, tone.</p>	<p>Key words/literacy Soliloquy tragedy Hamartia noble hero iambic pentametre enjambment metaphor imagery</p>	<p>Key words/literacy Capitalism socialism stage directions rhetoric Edwardian Responsibility community</p>	<p>Opportunities across the whole year for discussions about moral behaviour / beliefs/ values/ political issues / responsibility / maturity - all issues that are concerned with being human and living within a society</p>



<b>Enrichment opportunities and futures</b>	<ul style="list-style-type: none"><li>-Creative Writing Club to further their enjoyment of writing.</li><li>-Book clubs.</li><li>-Wider reading of fantasy short stories/ parables.</li><li>-Access to the author via social media.</li><li>-Experience in different writing fields.</li><li>-Independent, student-led creative tasks.</li><li>-Globe players to visit and perform An Inspector Calls in the summer term</li></ul>	<b>Employability Skills:</b> Formality of writing Literary analysis Time management Presentation skills Critical thinking Cultural capital Reading for meaning Debate Self-management Fluent/ Articulate communication skills  <b>Career prospects:</b> Education Human Resources Public Relations Business Writer/ Novelist Journalist Communications Civil Service Librarian Newspaper/ Print Journalism Acting/ Theatre
---	--	---