



Curriculum Map for English Year 9

YEAR 9	Autumn 1 & 2
Topics	Lord of the Flies
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Author’s Purpose and Intentions • Understand Key Concepts Such as Themes • Characterisation, Narrative Elements and Genre Conventions • Contextual Knowledge
Disciplinary Knowledge – How The Knowledge Taught Is Applied	<ul style="list-style-type: none"> • Identify Key Themes and Ideas • Select Evidence to Support Analysis of the Novel • Apply Contextual Knowledge to Further Develop Understanding • Analyse and Explore the Meanings and How Meanings are Shaped/Created
Skills	<ul style="list-style-type: none"> • Respond clearly to texts, organising ideas in an effective manner. • Write to present a viewpoint and/or perspective. • Analyse language, structure and form in detail. • Spelling, punctuation and grammar.
Links To Prior Learning	<ul style="list-style-type: none"> • Context links: World War 2 - War Poetry <ul style="list-style-type: none"> - Further develop understanding of characterisation and narrative elements.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Build on reading skills and strategies to improve comprehension and quality of responses. • Identify patterns in a text.
Cross Curricular	<ul style="list-style-type: none"> • Consider the role of the individual in society. • Links to religious beliefs and ideas. • History and World War 2.
Assessment	<p>Formative:</p> <ul style="list-style-type: none"> • SIR1 - ‘How does Golding use the island to develop fear in Lord of the Flies?’ • SIR2 - ‘How does Golding present ideas of power and leadership in the opening chapters of Lord of the Flies?’ <p>Summative:</p> <ul style="list-style-type: none"> • End of term - Extended Writing Task • ‘Do you think Piggy is an important character in Lord of the Flies?’ <p>Write about:</p> <ul style="list-style-type: none"> ○ How Golding presents the character of Piggy. ○ How Golding uses Piggy to present ideas about people and society. <p>OR:</p> <ul style="list-style-type: none"> • ‘What do you think is the importance of the ‘beast’ in Lord of the Flies?’ <p>Write about:</p> <ul style="list-style-type: none"> ○ How different characters respond to the ‘beast’. ○ How Golding uses the ‘beast’ to explore ideas about society and people in Lord of the Flies.

YEAR 9	Spring 1	Spring 2
Topics	Conflict Poetry	Night
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • A Developed Understanding of Poetry Terminology and Writer’s Methods • Contextual Knowledge • Understand Text Purpose and Authorial Intent 	<ul style="list-style-type: none"> • A Developed Understanding of Language, Structure and Authorial Intent • A Developed Understanding of Contextual Knowledge and its Impact on a Text • Understand Text Purpose and Authorial Intent
Disciplinary Knowledge – How The Knowledge Taught Is Applied	<ul style="list-style-type: none"> • Examine the Relationship Between Texts and Contexts • Apply Understanding of a Range of Perspectives to Analysis • Able to Identify, Comment On and Discuss Writer Methods in Poetry in Greater Detail • Identify, Comment On and Discuss Structural Techniques in Detail • Apply Knowledge of Poetry to Own Writing, Including Creative Writing 	<ul style="list-style-type: none"> • Examine The Relationship Between Texts and Contexts • Evaluate How Writer’s Methods Are Used to Create Meanings • Identify, Comment On and Discuss Structural Techniques in Detail • Apply Understanding of Genre to Analytical Writing • Apply Understanding of Context to Own Writing
Skills	<ul style="list-style-type: none"> • Analyse poetry in depth, commenting on writer’s methods and the effect on the reader. • Analyse quotes in greater depth. • Develop an in-depth understanding of purpose, persuasive techniques and authorial intent. • Use poetry techniques effectively and judiciously in own writing. • Write clear analytical responses that analyse techniques and writer’s methods in greater detail. • Compare, contrast, and connect texts. • Spelling, punctuation and grammar. 	<ul style="list-style-type: none"> • Comment on and compare texts with an understanding of context. • Discuss context in a mature manner, developing an awareness on the long-term impact of historic events. • Identify writer's methods and discuss how these create meanings. • Consider the implications of genre, narration and purpose in a text. • Write clear analytical responses that analyse language, structure and key themes in depth. • Spelling, punctuation and grammar.
Links To Prior Learning	<ul style="list-style-type: none"> • Continue to develop creative writing skills, particularly in regard to the application of techniques. • Continue to develop analytical and critical writing through practise of close analysis, extended writing tasks and detailed discussions. • Continue to develop contextual knowledge, especially regarding World War 2 and The Holocaust. 	<ul style="list-style-type: none"> • Continue to develop writing skills, particularly in terms of organisation and developing links between ideas. • Continue to develop analytical and critical writing through practise of close analysis, extended writing tasks and detailed discussions. • Continue to develop contextual knowledge, especially regarding World War 2 and The Holocaust.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Students continue to develop their writing skills, especially regarding organisation of thoughts and ideas during analysis tasks. • Discussions build on oracy skills and encourage confidence in speaking. • Students develop an understanding of patterns, pace, rhythm and meter in poetry. 	<ul style="list-style-type: none"> • Students continue to develop their writing skills, especially regarding organisation of thoughts and ideas during analysis tasks. • Discussions build on oracy skills and encourage confidence in speaking. • Further develop reading comprehension skills, especially inferences and identifying key ideas.

Cross Curricular	<ul style="list-style-type: none"> • Self-evaluation and goal setting. • Consider the long-lasting impact of events on individuals (including traumatic events). • Develop an understanding of historical contexts and links between texts and contexts. • This unit links into the school's Holocaust Beacon work. 	<ul style="list-style-type: none"> • Self-evaluation and goal setting. • Consider the long-lasting impact of events on individuals (including traumatic events). • Develop an understanding of historical contexts and links between texts and contexts. • This unit links into the school's Holocaust Beacon work.
Assessment	<p>Formative:</p> <ul style="list-style-type: none"> • SIR1 – 'How does the poet use language to convey emotion and meaning?' • SIR2 – 'How does Simon Armitage's "Out of the Blue" or Denise Levertov's "What are they like?" use structure and form to present its ideas?' <p>Summative:</p> <ul style="list-style-type: none"> • End of Half Term – 'Compare how conflict is presented in two poems we have studied this term.' 	<p>Formative:</p> <ul style="list-style-type: none"> • SIR1 – 'Read the extracts from The Diary of Anne Frank. How does the writer use language and structure to demonstrate the treatment of the Jewish people?' • SIR2 – 'How is language and structure used to engage the reader in Night?' <p>Summative:</p> <ul style="list-style-type: none"> • End of term – 'How is Elie's relationship with his father presented in Night by Elie Wiesel?'

YEAR 9	Summer 1 & 2	
Topics	The Hate You Give	
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Class Division in Society (poverty versus wealth) • Narrative Elements • Plot Structure • Author's Intentions and Purpose 	
Disciplinary Knowledge – How The Knowledge Taught Is Applied	<ul style="list-style-type: none"> • Identify Key Themes and Ideas • Select Evidence to Support Analysis of the Novel • Apply Contextual Knowledge to Further Develop Understanding • Analyse and Explore the Meanings and How Meanings Are Shaped/Created 	
Skills	<ul style="list-style-type: none"> • Communication and Oracy • Empathy and Sympathy • Challenging Racism • Awareness of Coercion and Gang Initiation • Reading • Writing • Thematic Discussion • Spelling, Punctuation and Grammar 	
Links To Prior Learning	<ul style="list-style-type: none"> • Building on <i>Pigeon English</i> • Looking at things through a post-colonial lens 	
Literacy/ Numeracy	<ul style="list-style-type: none"> • Embedded literacy tasks such as spelling, punctuation and grammar checks and vocabulary extension. • Numeracy - integration of dates. 	

Cross Curricular	<ul style="list-style-type: none"> • Historical, Colonialist Links • PSHE Relationships • Political Links and Societal Structures (Philosophy and Ethics)
Assessment	<p>Formative:</p> <ul style="list-style-type: none"> • SIR1 – ‘What real life experiences have shaped the novel, ‘THUG’?’ • SIR2 – ‘How is the character of Khalil important?’ • SIR3 – ‘Are people ‘more than a mistake’ they make?’ <p><u>OR</u></p> <ul style="list-style-type: none"> • ‘Why do so many youths join gangs in neighbourhoods like Garden Heights?’ • SIR4 – ‘How does Thomas use the different settings of Williamson and Garden Heights to develop the theme of racial inequality within The Hate You Give?’ <p>Summative:</p> <ul style="list-style-type: none"> • End of Term – ‘Choose one character from The Hate U Give and explore how Thomas uses that character to present her point of view of what it is like to be black in America.’