

**Year 9 Curriculum Map : English**

	Autumn		Spring		Summer	
<b>Assessment Objectives</b>	<b>AO1</b> Read, understand and respond to texts, using references and quotations to support the points made. <b>AO2</b> Explain, comment on and analyse language used by the writer, using subject specific terminology <b>AO5</b> Communicate clearly and effectively, adapting writing to suit audience and purpose. Organise information and ideas. <b>AO6</b> Use a range of vocabulary and sentences with clarity, purpose and effect, with accurate spelling punctuation and grammar.					
<b>ATLP Unit</b>	<b>Topic: Outsiders and Marginalised people</b>		<b>Topic: Authorial Intent</b>		<b>Topic: Transition Unit</b>	
<b>Key Learning Outcomes</b>	<u>Black Panther (Film Unit)</u> <ol style="list-style-type: none"> <li>The origins of the superhero genre.</li> <li>Understanding the</li> <li>How to analyse a media text?</li> <li>How to analyse film and effective application of the language of film?</li> <li>Exploring depictions of marginalised groups</li> <li>How does Ryan Coogler take inspiration from Africa and use it in his film making? <b>Intentional Monitoring</b></li> <li>Exploring the effects of colonialism on Africa.</li> </ol>	<u>The Merchant of Venice (Shakespeare)</u> <ol style="list-style-type: none"> <li>Who were the Venetian Jews?</li> <li>Is Shakespeare Antisemitic? Exploring the socio-historic context of Venice.</li> <li>How does Shakespeare present the relationship between Bassanio and Gratiano?</li> <li>Exploring patriarchy in society- The Casket test.</li> <li>How is Shylock presented in the opening of the text? <b>Intentional Monitoring</b></li> <li>Exploring Lancelot as a comedic character.</li> </ol>	<u>Dystopian Fiction</u> <ol style="list-style-type: none"> <li>What is dystopian fiction?</li> <li>What are the conventions and themes of dystopian fiction?</li> <li>How do we construct a dystopian setting?</li> <li>Characterisation in dystopian fiction.</li> <li>What is narrative structure?</li> <li>Analysing language for effect in common Dystopian texts <b>Intentional Monitoring</b></li> <li>Can we understand the types of dystopian control?</li> <li>Can we apply our knowledge of the conventions of dystopian fiction to our own creative writing?</li> <li><b>End of Unit Assessment: Creative Writing- Dystopian text</b></li> </ol>	<u>Lord of the Flies</u> <ol style="list-style-type: none"> <li>Who was William Golding and what influenced his writing?</li> <li>What is an allegory?</li> <li>What is Original Sin?</li> <li>What is a microcosm and how is this explored in the text?</li> <li>How are the themes of savagery and civilisation presented?</li> <li>An exploration of leadership through the characters Jack and Ralph.</li> <li>What is the beast and where does it come from?</li> <li>Exploring death: the impact and the symbolism.</li> <li><b>End of Unit Assessment- How does Golding present</b></li> </ol>	<u>Dickens</u> <ol style="list-style-type: none"> <li>Who is Charles Dickens?</li> <li>What do we know and understand about the context in which he lived and worked?</li> <li>How do we write a balanced essay about Dickensian protagonists ? <b>Intentional Monitoring</b></li> <li>How to create an academic argument in a written text?</li> <li>Using discourse markers to create coherent texts</li> <li>Comparing fiction and non-fiction texts.</li> <li>What is the difference between fiction and non-fiction texts?</li> </ol>	<u>Multicultural Poetry</u> <ol style="list-style-type: none"> <li>What is identity?</li> <li>What is culture and how does it affect our identity.?</li> <li>What is identity and culture? <i>Island Man</i></li> <li>How is context relevant to the study of a poem?</li> <li>How is perspective and theme important? <i>Death of a Naturalist</i> <b>Intentional Monitoring</b></li> <li>What is irony and how is it used for poetic effect? <i>Two Scavengers</i></li> <li>Exploring the theme of memory and loss in <i>What Were They Like?</i></li> <li>Exploring themes of division in <i>Nothing's Changed</i></li> </ol>

	<p>8. How does Ulysses Klaue represent Western Views of Africa? <b>Intentional Monitoring</b></p> <p>9. How does Black Panther explore the differing perspectives during the Civil Rights Movement?</p> <p>10. How to write a review</p> <p><b>11. End of Unit Assessment- Reviewing Black Panther.</b></p>	<p>7. Exploring the significance of Jessica's betrayal</p> <p>8. Are Bassanio's intentions genuine?</p> <p>9. Is Shylock right to stick to the agreement?</p> <p><b>10. Exploring the winners and losers of the play and the political implications.</b></p> <p><b>11. End of Unit Assessment- How does Shakespeare present...(Theme)</b></p>		(Theme/Character)	<p>8. What do we understand by genre? What are their respective features?</p> <p><b>9. End of Unit Assessment- Language Paper I - Dickens</b></p>	<p>9. Exploring themes of good and evil in <i>Vultures</i></p> <p><b>10. End of unit assessment – Death of a Naturalist.</b></p>
<b>Prior knowledge</b>		Year 7- Synoptic Shakespeare Year 8 -Macbeth study	Year 7- Genre Fiction (conventions of a genre)	Year 7/8- Knowledge of different descriptive devices, from adjectives to figurative language		Year 8- Poetry Through the Ages (poetic techniques, making inferences)
<b>CEIAG Specific careers links</b>	Arts co-ordinator Museum curator Archivist Writer Screenwriter					
<b>RRSA</b>	Article 28: Right to education		Article 28: Right to education		Article 28: Right to education	
<b>Cross curricular links</b>	Geography- Africa's natural resources History- Colonialism, Civil Rights Movement	History- Life in Elizabethan England/ Venice RE- Jewish identity and history		RE- Understanding original sin	History- Life in Victorian England	History-Windrush, Vietnam War, Apartheid, Holocaust Geography- Rural/urban lifestyles

<b>Useful websites/v ideas</b>			
<b>Wider Reading</b>			
<b>Literacy Programme</b>	<ul style="list-style-type: none"> <li>• Decode it NOW</li> <li>• Guided practice/model answers</li> <li>• Sentence Starters</li> <li>• Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Decode it NOW</li> <li>• Guided practice/model answers</li> <li>• Sentence Starters</li> <li>• Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Decode it NOW</li> <li>• Guided practice/model answers</li> <li>• Sentence Starters</li> <li>• Writing strategies</li> </ul>
<b>Independent Learning Tasks</b>	Reading Comprehension homework Retrieval practice homework and Teams quizzes Knowledge Organiser practice Questions.	Reading Comprehension homework Retrieval practice homework and Teams quizzes Knowledge Organiser practice Questions.	Reading Comprehension homework Retrieval practice homework and Teams quizzes Knowledge Organiser practice Questions.