

**Curriculum Map: <<English>> Year 9**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Content</b> Declarative knowledge 'I Know'</p>	<p><b>Literature to Promote Diversity and Critical Thinking</b> Using the Diverse Shorts text, I know about how authors explore a diverse range of themes pertinent to the world we inhabit today. These include:</p> <ul style="list-style-type: none"> <li>• identity, diversity and community</li> <li>• tolerance, rights and respect</li> <li>• justice, change and action</li> <li>• democracy, equality and responsibility</li> <li>• power, freedom and control.</li> </ul> <p>I know the plot, characters and issues of at least one novel exploring diverse voices and experiences. These could include Ghost Boys, Anita and Me, The Sun Is also a Star, The Poet X, The Hate U Give, Aristotle and Dante Discover the Universe, Road to Nowhere and Out of Heart.</p>		<p><b>Lord of the Flies</b> I know the plot of Lord of the Flies. I know key context that influence the construction of the text. I know the key characters of the text. I know what defines the key characters of the text. I know what the key themes of the novel are. I know how Golding uses the key themes of the novel. I know key terminology linked to imagery. I know key terminology linked to narrative structure.</p>		<p><b>Romeo and Juliet</b> I know the plot of Romeo and Juliet. I know key context that influence the construction of the text. I know the key characters of the play. I know what defines the key characters of the play. I know what the key themes of the play are. I know the different types of love explored in the play. I know how Shakespeare uses the key themes of the play. I know key terminology linked to the genre of drama. I know key terminology linked to figurative language. I know the conventions of newspaper writing. I know the conventions of letter writing. I know the conventions of diary writing.</p>	
<p><b>Skills</b> Procedural Knowledge 'I know how to'</p>	<p>I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how a writer chooses words and phrases to shape meaning. I know how to make connections between texts. I know how to engage with the context of a text. I know how to evaluate and interrogate the ideas in a text in light of its context, and the context of readers today. I know how to express and structure my thoughts and ideas about key topics in a respectful and responsible manner both verbally and in writing. I know how to listen to and respect the views and experiences of others.</p>		<p>I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how a writer chooses words and phrases to shape meaning. I know how to structure my paragraphs so I am engaging with what the writer is saying, how they are saying 'it' and why they are saying 'it'. I know how to engage with the context of a text. I know how to compare the context in which the text was constructed with the context in which the text is being received. I know how to evaluate non-fiction texts that share similar ideas or themes with Lord of the Flies. I know how to express my ideas about the text clearly in small group discussion. I know how to coherently organise and present my thoughts on the text to an audience – this could be on a whole class or smaller group basis.</p>		<p>I know how to identify key information in a text. I know how to select evidence to support my ideas. I know how to explain how a writer chooses words and phrases to shape meaning. I know how to structure my paragraphs so I am engaging with what the writer is saying, how they are saying 'it' and why they are saying 'it'. I know how to engage with the context of a text. I know how to compare the context in which the text was constructed with the context in which the text is being received. I know how to construct a newspaper article relating key events of the play. I know how to construct a letter expressing key events and emotions of the play. I know how to construct a diary expressing key events and emotions of the play.</p>	
<p><b>Strategies</b> Conditional Knowledge 'I know when to'</p>	<p>I know when to use quotations. I know when to use subject specific terminology to support my interpretations.</p>		<p>I know when to use quotations. I know when to use subject specific terminology to support my interpretations.</p>		<p>I know when to use quotations. I know when to use subject specific terminology to support my interpretations.</p>	

	<p>I know when to use comparative discourse markers to signpost where connections are being made.</p> <p>I know when to link my ideas to the context of a text.</p> <p>I know when to use a range of engaging vocabulary to express my ideas both verbally and in writing.</p> <p>I know when to use a range of linguistic devices to express my ideas both verbally and in writing.</p> <p>I know when to share my ideas verbally and when to listen to the ideas of my peers and teacher.</p>	<p>I know when to link my analytical ideas to context surrounding the text and its reception.</p> <p>I know when to share my ideas with my peers and teacher.</p> <p>I know when to listen to, and reflect upon, the ideas of my peers and teacher.</p>	<p>I know when to link my analytical ideas to context surrounding the text and its reception.</p> <p>I know when to organise a piece of writing according to the conventions of newspaper/ letter/ diary writing.</p> <p>I know when to employ language devices for effect according to the piece of writing I am constructing.</p>
Key Questions	<p>What constitutes identity? How do we embrace and celebrate diversity and community within our identity?</p> <p>How do we encourage tolerance, rights and respect in ourselves and our world?</p> <p>What do we mean by justice, change and action?</p> <p>What do we mean by democracy, equality and responsibility?</p> <p>How do we see power, freedom and control in texts and how does this link to the world today?</p>	<p>How are characters constructed?</p> <p>How is plot constructed?</p> <p>How does a text become a representative of, or historical artefact from, the time in which it was written?</p> <p>How does Golding provoke a response from his readers?</p> <p>How do the ideas we saw last term of tolerance, rights, respect, justice, democracy, power equality and freedom link and compare to what we are exploring this term?</p>	<p>How are characters constructed?</p> <p>How is plot constructed?</p> <p>How does Shakespeare use the genre of drama in constructing plot, character and theme?</p> <p>How does a text become a representative of, or historical artefact from, the time in which it was written?</p> <p>How does Shakespeare provoke a response from his readers?</p>
Assessment topics	<p>Writing concisely to express opinion – different opinion-based writing throughout the unit linked to themes studied.</p>	<p>Close text analysis of a key theme or character – written essay.</p> <p>Spoken language assessment – presenting on a key issue within the novel.</p>	<p>Close text analysis of a key theme or character – written essay.</p> <p>Non-fiction writing – either a letter, newspaper article or diary entry.</p>
Cross curricular links/Character Education	<p>How do we celebrate diversity and individuality?</p> <p>How do we become advocates for justice?</p> <p>What do we mean by democracy?</p> <p>How do we recognise systems of power and systems of freedom and choice?</p> <p>Link to History – black history</p> <p>Link to RE – religion, peace and conflicts</p> <p>Links to PSHE – knife crime, acid attacks</p>	<p>What do we mean by ‘community’?</p> <p>What do we need in order for a society to function effectively?</p> <p>What is the importance of man’s relationship with nature?</p> <p>Why is teamwork important and how do we cope with the challenges it can present?</p> <p>Links to Art - presentations of food</p> <p>Links to Food Preparation and Nutrition – food and nutrition</p> <p>Link to Geography – ecosystems</p> <p>Link to History – 20<sup>th</sup> century world</p>	<p>What different types of love might we experience in life?</p> <p>What constitutes a strong family relationship?</p> <p>How do we respect the rights and needs of the individual?</p> <p>How do we demonstrate characteristics of a ‘good friend’?</p> <p>Links to Drama – monologues</p> <p>Links to Maths – sequences</p> <p>Link to Music – film music</p> <p>Link to RE – religion, crime and punishment</p> <p>Links to PSHE – Relationships</p>