

English Martyrs' English Year 9 Medium-Term Curriculum Map

<u>21</u>	Autumn One		Autumn Two	
<u>Year 9</u>	<u>Key focus:</u> Other Cultures - <i>Of Mice and Men</i> <u>Key content:</u> Close analysis of text Consideration of historical context Comparative skills Exploring structure Writing in the style of the foreboding opening Developing formal critical writing style	<u>Key focus:</u> Non-Fiction Writing on theme from text <u>Key content:</u> Exploring different types of non-fiction writing Exploring different audiences for non-fiction texts. Exploring different purposes of non-fiction texts. Exploring relevance of literary theme in modern culture. Developing formal writing style, where arguments are fully developed in concise, precise way	<u>Key focus:</u> 19 th Century Author Study <u>Key content:</u> Exploring a range of fiction and non-fiction by same author. Identifying different facets of author. Understand texts as products and influencers of their historical context. Developing formal critical writing style, where arguments are fully developed using embedded quotations in concise, precise way making use of subject terms	<u>Key focus:</u> Page to Stage <u>Key content:</u> Study of a drama text. Differences between studying a novel and drama text. Differences between reading and watching a drama text. Analysing dramatic impact of language and structure. Developing formal critical writing style with embedded short quotations and precise subject terms
<u>Key vocabulary</u>	Context, presentation, character, author, intention, impact, structure, circular narrative, setting, pathetic fallacy foreshadowing, migrant, stereotype, discrimination, segregation, hostile	Type, audience, purpose, genre, structure, impact, concise, precise, vocabulary, paragraphs, sentence structures	Genre, form, style, social context, historical context, character, caricature, authorial intention, perspective,	Tragedy, protagonist, exposition, climax, resolution, dialogue, stage directions, act, scene, character, contrast, suspense, tension, dramatic, emotional impact,
<u>HPA Focus challenge</u>	Comparison of text with unseen extracts Cognitive conflict: how might there be sympathy for apparently unlikeable characters	Write in style of more complex n-f texts (e.g. editorial)	Wider reading by author (read a whole novel, for example) and contemporaries. Expected to challenge received opinion. For example, 'Dickens is an effective critic of society or great comic writer or able to generate sympathy for his characters... - to what extent do you agree?'	Wider reading; evaluating reviews Cognitive conflict to make them think differently: for example, how different might the play have been if the order of key moments were changed or if one of the characters were a different gender? Expected to challenge popular opinion in some way.
<u>ASSESS</u>	Analysis of one key moment from novel.	3 short pieces of non-fiction writing covering range of type/audience/purpose	Exploration of different facets of authorial style(e.g., comic writer or social critic). Focus on formal critical style of writing.	Understanding and correct spelling of key vocabulary Group discussion of themes
<u>Wider reading</u>	Chimamanda Ngozi Adichie: <i>Purple Hibiscus</i> Mildred D Taylor: <i>Roll of Thunder Hear My Cry</i> Sue Monk Kidd: <i>The secret life of bees</i> Ruta Sepetys: <i>Between Shades of Grey</i> Angie Thomas: <i>The hate you give</i>		Jane Austen: <i>Pride and Prejudice</i> <i>The Woman in White</i> - Wilkie Collins <i>Jane Eyre</i> - Charlotte Bronte	
<u>Let's Think</u>	Curley's Wife; Thank You Ma'am; Slam, Dunk,Hook;		Hard Times; child prisoners; street trash; advancement of learning;	

	Spring One	Spring Two
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<u>Year 9</u>	<u>Key focus:</u> Macbeth <u>Key content:</u> Interactive, experiential introduction to the play. Exploring quotations. Using quotations to argue key topics regarding characters and plot. Developing formal critical style with embedded quotations	<u>Key focus:</u> Contemporary Author Study (Poetry) <u>Key content:</u> Exploring range of poetry to increase confidence and expertise Explore a chosen poet to evaluate style, form and structure Evaluating forms (prose, drama, poetry) for creative expression Developing concise, precise critical style with embedded quotations and relevant subject terms Creative writing	<u>Key focus:</u> Dystopia <u>Key content:</u> Exploring a genre – older and newer examples Workshop approach to writing skills – impact of sentence structure Exploring openings and endings to create impact	<u>Key focus:</u> Animal Farm <u>Key content:</u> Focus on plot, character and themes Collecting quotations to explore topics in more depth. Structuring an analytical response Developing concise, precise critical style with embedded quotations and relevant subject terms
<u>Key vocabulary</u>	Tragedy, tragic hero, tragic flaw, exposition, protagonist, supernatural, hubris, resolution, structure, dramatic irony, soliloquy, act, scene, blank verse, iambic pentameter, theme,	Structure, form, verse, quatrain, stanza, rhyming couplet, rhyming pattern, rhythm, stress, monosyllable, sibilance, alliteration, theme, repetition, metaphor, simile	Narrative viewpoint, genre, dystopia, utopia, features, convention, style, purpose, impact, descriptive detail, effective, structure, audience, social criticism, semantic field	Circular narrative, hierarchy, rebellion, comrade, authoritarian, fable, purpose, impact, character, motive, structure, foreshadow, rival, inevitable, tyranny,
<u>HPA Focus challenge</u>	Cognitive conflict: for example, argue against accepted views such as Lady Macbeth is an evil woman who persuades Macbeth to kill the king against his will or Duncan is a good king	In comparison assessment, students compare at least three poems by the poet, or compare poems by two different poets on a common theme.	Students read a dystopian novel or collection of short stories by writers such as Huxley and Orwell. They should write in the style of one of these authors.	They should focus on more difficult aspects of the text, such as the way in which language is used to brainwash the animals. They should consider connections between the text and the world today.
<u>ASSESS</u>	How is Macbeth presented in Act I scene 2 and elsewhere in the play? (How far do you agree that he is a ruthless man?)	Explore and compare presentation of a theme across poems.	Write opening and ending of a dystopian story	To what extent is a key character an effective leader or hero?

		Creative writing linked to ideas in the poetry		
Let's Think	Friends; Cognitive conflict exercise for characters in Macbeth; A Poem's Plea; Strange Fruit; Waters		The Fun They Had; Gabriel Ernest; Gift of India;	

	Summer One		Summer Two	
Year 9	Key focus: Language Skills Key content: Chapter One 'On the mind' OCR GCSE English Language Book 1 Exploring and comparing non-fiction extracts Responding to language and structure Evaluating texts Developing concise, precise critical style with embedded quotations and relevant subject terms Developing non-fiction writing matching Type, Audience and Purpose	Key focus: Debates Key content: Group work to argue for and against key issues connected to Literature text. Structuring an effective argument, supported with quotations. Responding when challenged. Questioning to challenge others.	Key focus: Exam revision and preparation Key content: Revision for end of year exams: GCSE English Language Paper 2 Animal Farm – knowledge-based retrieval test Macbeth – knowledge-based retrieval test One Drive Essential Revision Guides, making students confident about answering the different types of question on each paper Developing concise, precise critical style and appropriate non-fiction writing matching Type, Audience and Purpose	Key focus: Introduction to 19 th Century Text Key content: Consolidating the year's course by applying knowledge of authors, historical context and choice of form, language and structure. Considering opening chapters in terms of style and purpose. Exploring good methods of reading the text over the summer in order to be ready for the start of Year 10 Developing close analytical skills using embedded quotations and beginning to connect ideas with historical context and the rest of the opening chapters
Key vocabulary	Type, audience, purpose, impact, structure, developed, embedded, quotations, concision, analyse, compare, contrast, evaluate, identify, explore	Structure, rhetorical devices, audience, purpose, confidence, evidence, emotive, reasoned, factual	Type, audience, purpose, impact, structure, developed, embedded, quotations, concision, analyse, compare, contrast, evaluate, identify, explore	Context, structure, purpose, impact, character, caricature, setting, narrative hook, viewpoint, perspective, plot, foreshadow, clues, suspense, semantic field, descriptive detail, characteristic,
HPA Focus challenge	Link extracts to their own independent reading and GCSE texts.	More demanding abstract questions connected to Literature text to debate: for example, 'Power corrupts, and absolute power corrupts absolutely', using ideas from Animal Farm AND from elsewhere	More independent preparation – should be able to work with the crib sheets with little teacher intervention. Create more detailed knowledge organisers on <i>Animal Farm</i> to help prepare for the exams	Set 1 study Great Expectations, creating their own revision guide through thorough recording of plot, character and themes per chapter as they read through it.

<u>ASSESS</u>	'Walked through' GCSE paper	Spoken Language assessed in class	In class exam in Language Paper 2	Discuss the impact of a key moment in the opening chapters
<u>Let's Think</u>	Mary Coleridge; Moon Landing; Owl Creek		Dream Deferred	