

English Y9 curriculum map				
Dates	Term 1	Three Weeks	Term 2	Term 3
Focus	The Merchant Of Venice	The Power of Speech	Dystopian Literature	An Inspector Calls
Key Knowledge	<ul style="list-style-type: none"> <li>- Understanding of Shakespeare's contribution to the literary heritage and contextual factors that may have influenced him</li> <li>- Knowledge of key Elizabethan cultural, social, and religious beliefs and values</li> <li>- Knowledge of key literary tropes and how they have evolved</li> <li>- Analysis of different critical viewpoints</li> <li>- Understanding of how to write a reading exam response.</li> <li>- Understanding of how to write a writing exam response.</li> <li>- Key language and structural devices.</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of the power and importance of effective speaking and listening</li> <li>-Knowledge of different forms of speech</li> <li>-Knowledge and understanding of what makes an effective public speech</li> <li>-Knowledge of a range of persuasive and rhetorical devices</li> <li>-Knowledge of some of the most iconic speech through history to the present</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of different writers' contribution to the literary heritage and contextual factors that may have influenced him.</li> <li>- Understanding of how to write a reading exam response.</li> <li>- Understanding of how to write a writing exam response.</li> <li>- Key language and structural devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of Priestley's contribution to the literary heritage and contextual factors that may have influenced him</li> <li>- Knowledge of the key social, cultural, historical and religious events and values that may have influenced both Priestley and the play's critical reception</li> <li>- Knowledge of the conventions of a play</li> <li>- Understanding of how to write a reading exam response.</li> <li>- Understanding of how to write a writing exam response.</li> <li>- Key language and structural devices.</li> <li>- Literacy skills</li> <li>- <i>An Inspector Calls</i></li> </ul>
Key Vocabulary & Concepts	<ul style="list-style-type: none"> <li>-Shakespearean Comedy/tragedy/history-differences and definitions</li> <li>-prejudice</li> <li>-discrimination</li> <li>-anti-semitism</li> <li>-soliloquy</li> <li>-Appearance</li> <li>-Reality</li> <li>-Order/Disorder</li> <li>-Chaos</li> <li>-Daring</li> <li>-Virtuous</li> <li>-Fiery</li> <li>-Romantic</li> <li>-Persuasive</li> <li>-Dismissive</li> <li>--Arrogant</li> <li>-Stubborn</li> <li>-Unpredictable</li> </ul>	<ul style="list-style-type: none"> <li>-Audience</li> <li>-Purpose</li> <li>-Standard English</li> <li>-Colloquialism</li> <li>-Contradictory</li> <li>-Dialect</li> <li>-Idiolect</li> <li>-Emotive language</li> <li>-Rhetorical Question</li> <li>-Hyperbole</li> <li>-Imagery</li> <li>-Rule of Three</li> <li>-Personal pronouns</li> <li>-Anecdote</li> <li>-Repetition</li> <li>-Statistics</li> <li>-Quotations</li> <li>-Contrasts</li> </ul>	<ul style="list-style-type: none"> <li>-Leadership and corruption</li> <li>-Elitism</li> <li>-Equality</li> <li>-Despotism</li> <li>-Futility</li> <li>-Allegory</li> <li>-Individualism</li> <li>-Propaganda</li> <li>-Manipulation</li> <li>-Exploitation</li> <li>-Tyrannical</li> <li>-Social class</li> <li>-Control</li> <li>-Rhetoric</li> </ul>	<ul style="list-style-type: none"> <li>-Social responsibility</li> <li>-Inequality</li> <li>Socialism</li> <li>-Capitalism</li> <li>-Class</li> <li>-Exploitation</li> <li>-Context: Britain in 1912 and Britain in 1945</li> </ul>

	<p>-Suspicious -Disparity -Traditional -Transformation</p>			
Key Skills	<p><b><u>READING – Assessment Objectives</u></b></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to have effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are expressed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><b><u>WRITING – Assessment Objectives</u></b></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for purpose and effect, with accurate spelling and punctuation.</p> <p><b><u>SPOKEN LANGUAGE – Assessment Objectives</u></b></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>		<p><b><u>READING – Assessment Objectives</u></b></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to have effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are expressed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><b><u>WRITING – Assessment Objectives</u></b></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for purpose and effect, with accurate spelling and punctuation.</p> <p><b><u>SPOKEN LANGUAGE – Assessment Objectives</u></b></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>	<p><b><u>READING – Assessment Objectives</u></b></p> <p>AO1 • Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2 • Explain, comment on and analyse how writers use language and structure to have effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers’ ideas and perspectives, as well as how these are expressed, across two or more texts.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p> <p><b><u>WRITING – Assessment Objectives</u></b></p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting style and register for different forms, purposes and audiences.</p> <p>AO6 • Use a range of vocabulary and sentence structures for purpose and effect, with accurate spelling and punctuation.</p> <p><b><u>SPOKEN LANGUAGE – Assessment Objectives</u></b></p> <p>AO7 - Present in a formal setting AO8 – Listen and respond appropriately to spoken language AO9 – Use spoken standard English appropriately</p>

Assessment Title	<b>READING: Analysis of an extract (modelled on AQA Lit paper 2 Q1)</b> <b>WRITING: Writing to argue (modelled on AQA Lang paper 2 Q5)</b>	<b>Perform a speech to your peers on a subject of your choice.</b>	<b>READING: Analysis of an extract (modelled on AQA Lit paper 1 Q1)</b> <b>WRITING: Descriptive writing based on an image stimulus (modelled on AQA Lang paper 1 Q5)</b>	<b>READING: Comparison of two of Blake's poems (modelled on AQA Lit paper 2 Q1)</b> <b>WRITING: Descriptive writing based on an image stimulus (modelled on AQA Lang paper 1 Q5)</b>
Homework	Weekly knowledge organiser homework	-Weekly knowledge organiser homework -Research for student speeches -Speech drafting and practice	Weekly knowledge organiser homework	Weekly knowledge organiser homework
Link to GCSE	- This is a circular curriculum so all the skills studied are those that are assessed at GCSE	-Knowledge and practice for The Spoken Language Endorsement component of English Language GCSE -Exposure and exploration to wide range of non-fiction topics and the form of speech writing (English Language Paper 2)	- Study of a British literary heritage text - Link to GCSE Shakespeare study - This is a circular curriculum so all the skills studied are those that are assessed at GCSE	- Study of British literary heritage texts - Link to GCSE poetry study - This is a circular curriculum so all the skills studied are those that are assessed at GCSE