

Subject Curriculum Map: Year 9 English Language 2024-25

Curriculum Intent: To build on skills developed in year 7 and 8 in English Language. We aim to introduce challenging topics, concepts and skills needed in year 10 and 11 but with a structured and differentiated approach. The curriculum includes the study non-fiction texts from 19th and 21st century; short prose both modern and older; and development of literacy and communication skills needed for life and careers.

Curriculum Implementation: There are 9 English groups and these are set according to current skills and ability. Students have 3 lessons of English language over two weeks. Students have homework once a fortnight. The year 9 curriculum allows students to develop their ability to analyse a range of texts, both fiction and non-fiction. It encourages students to apply their skills to more challenging texts and approach the subject more independently. *There is an AM English Intervention programme to better support identified students with reading.*

*Activate Vocabulary – at the start of English Language lessons, students will complete an ‘Activate Vocabulary’ challenge – specific vocabulary instruction with retrieval practice for the key vocabulary for that unit.

Curriculum Impact: The year 9 curriculum covers all the key skills needed to succeed in English Language, but also to enable students to be successful communicators. We aim to introduce concepts, ideas and terminology and develop skills that will enable students to succeed when they begin the GCSE course in year 10. We aim to achieve breadth and depth of knowledge with students covering a wide range of texts over the year. Through looking at this wide range of topics we aim to develop an enthusiasm and interest for the subject as well as a broad knowledge of contexts and skills needed for the next stage in their learning.

Year <u>9</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	Transition unit focusing on identity in the modern world. Non-fiction and comparing pre-1914 and modern non-fiction.	Non-fiction and comparing pre-1914 and modern non-fiction.	Speaking and Listening: Individual Contribution (after the year 9 exam)	Gothic Pre-1914 study: Textual appreciation of texts within a genre.	Gothic Pre-1914 study: Narrative structure and creative writing within a genre.	Examination preparation Revise Non-fiction and comparing texts. Writing skills Transactional Writing
Knowledge and understanding	Understanding how writers achieve their effects. Knowing how to structure answers. Understanding archaic language.	Understanding how writers achieve their effects. Knowing how to structure answers. Understanding archaic language.	How to express ideas clearly and structure a speech to achieve its purpose.	Structuring answers in a logical way. Exploring writers' methods. Understanding the use of characters, setting, language and structure. Understandings archaic language and ideas presented in 19 th century texts	Learning to use suspense and tension. Language devices; correct paragraphing. Varied sentence construction. Dialogue rules and narrative structure.	Persuasive techniques. The correct formats for types of writing. Writing for an audience
Subject specific skills	Comparing opinions,	Comparing opinions,			Implementing language and	Analysis and evaluation of

	<p>presentation and techniques in two texts. Evaluation of the validity of a statement. Synthesising information in summary. Locating explicit information in a text.</p> <p>Producing written answers. Analysis and evaluation of writers' methods. Explaining the effects on the reader.</p>	<p>presentation and techniques in two texts. Evaluation of the validity of a statement. Synthesising information in summary. Locating explicit information in a text.</p> <p>Producing written answers. Analysis and evaluation of writers' methods. Explaining the effects on the reader.</p>	<p>Expressing sophisticated ideas using ambitious and accurate vocabulary. Making perceptive responses to feedback, demonstrating listening skills.</p>	<p>Using standard English; spelling and punctuating correctly; writing creatively. Planning a narrative. Producing mini PEE written answers. Analysis and evaluation of writers' methods. Explaining the effects on the reader.</p> <p>Producing written answers. Analysis and evaluation of writers' methods. Explaining the effects on the reader.</p> <p>Synthesising prose in the style of another text.</p>	<p>structure devices with impact. Making word choices for effect. Structuring work in a thoughtful manner.</p>	<p>writers' methods.</p> <p>Understanding how to write for different purposes and when it's appropriate to do so,</p> <p>Challenging vocabulary and sentence structures to create effects</p>
Key Vocabulary	explicit implicit	type audience	sympathy emotive	character setting	character setting	type audience

	<p>annotate writer dialogue identity narrator language quote because analysis narrative suggests metaphor simile</p>	<p>purpose paragraph evaluate perspective beginning structure opinions repetition conveyed synthesize paraphrase summarise rhetorical</p>	<p>speech vocabulary challenging elaborate audience conclusion introduction engage rhetoric pronouns sophistication strategies achieve</p>	<p>villain scientific adjective awe eerie turmoil atmosphere suspense tension melancholy superstitious pessimism xenophobia</p>	<p>villain scientific adjective awe eerie turmoil atmosphere suspense tension melancholy superstitious pessimism xenophobia</p>	<p>purpose paragraph evaluate perspective beginning structure opinions repetition conveyed synthesize paraphrase summarise rhetorical</p>
1.SMSC	<p>Respecting themselves and others. Challenging injustice and other forms of discrimination. Distinguishing right from wrong.</p> <p>Exploring different attitudes, values, traditions and moral codes. Exploring prejudice, inequality, segregation, the</p>	<p>Respecting themselves and others. Challenging injustice and other forms of discrimination. Distinguishing right from wrong.</p> <p>Exploring different attitudes, values, traditions and moral codes. Exploring prejudice, inequality, segregation, the</p>	<p>Establishing reliable verbal communication. Overcoming anxiety and developing self-confidence. Discussing animal-rights and the associated morality.</p>	<p>Understanding difference. How we treat others' differently. What it feels like to be an outsider.</p> <p>Appreciating our cultural heritage. Developing an understanding of historical settings. Forming a personal opinion.</p>	<p>Personal expression. Developing creativity. Working collaboratively. How to give constructive feedback.</p>	<p>Expanding cultural exposure and improving our cultural knowledge by looking at examples of non-fiction.</p>

	role of women and racism.	role of women and racism.				
2.Skills For life	<p>Problem solving and Independence: Students will develop skills that allow them to approach exam questions independently, deciphering rubrics and answering accordingly.</p> <p>Empathy: Students will develop empathy with characters that are natural outcasts and identify with their suffering.</p> <p>Literacy and communication: Students will formulate written responses to texts, using clear</p>	<p>Problem solving and Independence: Students will develop skills that allow them to approach exam questions independently, deciphering rubrics and answering accordingly.</p> <p>Empathy: Students will develop empathy with characters that are natural outcasts and identify with their suffering.</p> <p>Literacy and communication: Students will formulate written responses to texts, using clear</p>	<p>Creativity: Students will interpret the source text in imaginative ways and produce original adaptations.</p> <p>Literacy: Students will continue to form structured written responses to texts.</p> <p>Independence: Students will largely be able to talk about any aspect of the topic that they choose, making them responsible for gathering information.</p> <p>Resilience: students will</p>	<p>Empathy: Students will engage with a character from different times in history</p> <p>Independence: Student will learn to work independently, answering exam-style questions under timed conditions.</p> <p>Resilience and literacy: Students will be encouraged to work with difficult and anachronistic language to challenge themselves.</p>	<p>Empathy: Students will consider how to influence others.</p> <p>Creativity: Writing creatively to influence your audience. Choosing language that your audience will respond to.</p> <p>Developing teamwork: Students will work collaboratively on planning a narrative. This will require close communication with other groups.</p> <p>Creativity and literacy: students will produce</p>	<p>Literacy: Students will produce thoughtfully-structured non-fiction writing in different forms</p> <p>Literacy: Students will explore constraints through the way they effect language. They will also gain a better understanding of literacy through its adaptation to constraint.</p>

	communication in the correct format.	communication in the correct format.	need to overcome shyness and anxiety and participate. Communication: Students will practice clear and precise articulation of their intended meaning.		imaginative and original prose, written in standard English.	
3.FBV	Students will respond to texts espousing democratic values, the rule of law and the dangers of war. The text covers various aspects of prejudice, including racism, sexism and intolerance of mental difference. This module encourages	Students will be exposed to texts which conform to the values of democracy, tolerance and mutual respect.	Students consider the parallels between the rule of law and their personal morality by exploring an instances of animal cruelty. Students will need to be respectful towards each other during presentations.	This module develops an appreciation of British cultural heritage and exposes students to British history.	When peer assessing work, students are taught to be tolerant and respectful of others' contributions.	Students will be exposed to texts which conform to the values of democracy, tolerance and mutual respect.

	tolerance and mutual respect.					
Stretch & challenge	Research different types of non-fiction texts. Find two texts that give different views on a topic and write a summary of similarities and differences.	Read 19 th century texts and make links between the ideas presented and modern day ideas.	Research a range of animal rights issues. Create a poster showing the links between your study of animal testing in English and RE.	Write a gothic story using lots of figurative language	Write a Newspaper article on a topic of your choice.	Write a review of a book that you have read this year.
Key assessment focus, suggested assessments	Reading comprehension and analysis.	LANGUAGE: Comparing pre-1914 and modern non-fiction texts. Comprehension reading skills	Component 1 writing question. Component 1 reading	LANGUAGE: Persuasive writing (Transactional writing) LANGUAGE: 20th Century gothic text. Comprehension questions	LANGUAGE: Speaking assessment: Individual Contribution. Animal testing.	LANGUAGE: Formal examination (Reading comprehension and transactional writing)
Special events		Library transition events	Library transition events	Library transition events	Launch YTF shortlist events	Stafford Castle Theatre Trip – Shakespeare Production. YTF awards (guest authors and poets)

