

Subject Curriculum Map: English Literature Year 9 2024-25

Curriculum Intent: To build on skills developed in year 7 and 8 in English Literature. 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 of a whole novel, exploration of texts written before 1900 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. Year 9 students have two English teachers that focus on different topics and skills. Students have 4 lessons of English Literature over two weeks. Students have homework once a fortnight.

Curriculum Impact: The year 9 curriculum covers all the key skills needed to succeed in Literature, 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, including a whole play, a whole novel and a series of poetry. 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 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	<p>Curious Incident of the Dog in the Night time (play script): Understanding difference; appreciating drama as literature and participating in debate.</p>	<p>Curious Incident of the Dog in the Night time (play script): persuasive techniques and writing for specific purposes.</p>	<p>Noughts and Crosses (study of a whole novel)</p>	<p>Poetry and identity. Poets in focus John Agard/ Slam poets *Literature teachers with one lesson per fortnight will just complete this unit.</p>	<p>Noughts and Crosses (study of a whole novel)</p>	<p>Year 9 exam preparation. Shakespeare – Introduction to Tragedy</p>
Knowledge and understanding	<p>Speaking and listening. Structuring answers in a logical way. Exploring writers' methods. Understanding the use of characters, setting, language and structure.</p>	<p>Learning to use suspense and tension. Language devices; correct paragraphing.</p>	<p>Structuring answers in a logical way. Exploring writers' methods. Analysis and evaluation of devices.</p>	<p>Formulating responses to texts. Interpreting authorial comments. Commenting on literary methods. Apply these methods to creative writing</p>	<p>Structuring answers in a logical way. Exploring writers' methods. Analysis and evaluation of devices.</p>	<p>Students will need to know the conventions of the tragic genre</p>
Subject specific skills	Producing paragraphed	Implementing language and	Producing paragraphed	Understanding the vocabulary	Producing paragraphed	Synthesising information

	<p>written answers. Analysis and evaluation of writers' methods. Explaining the effects on the reader.</p>	<p>structure devices with impact. Making word choices for effect. Structuring work in a thoughtful manner.</p> <p>Using standard English; spelling and punctuating correctly; writing creatively. Planning a narrative.</p>	<p>written answers. Analysis and evaluation of writers' methods. Explaining the effects on the reader.</p>	<p>and terminology of poetry. How to talk about poems and what the effects of different forms are.</p> <p>Analysis and evaluation of writers' methods. Understanding sub textual comments and implication.</p> <p>Identifying the content, ideas and mood within poems. Making comparisons between poems. Analysing and evaluating the effect of linguistic and structural choices.</p>	<p>written answers. Analysis and evaluation of writers' methods. Explaining the effects on the reader.</p>	<p>through comparison between texts. Expressing sophisticated ideas using ambitious and accurate vocabulary. Making perceptive responses to feedback, demonstrating listening skills.</p>
--	--	---	--	---	--	---

				improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.		
Key Vocabulary	stage directions characters dramatic irony themes narrator flashback tension empathy atypical negligible inference monologue representation	stage directions characters dramatic irony themes narrator flashback tension empathy atypical negligible inference monologue representation	race chauffeur contempt discrimination education embarrassed liberation militia connotation equality oppression euphemism malicious inversion analogy	dialect creole voice perspective imagery repetition rhyme rhythm stanza imagery onomatopoeia sonnet quatrain hyperbole ascent	race chauffeur contempt discrimination education embarrassed liberation militia connotation equality oppression euphemism malicious inversion analogy	relationship betrayal supernatural power violence thane fate destiny insanity Shakespeare tragedy soliloquy premonition hallucination
1.SMSC	Understanding difference.	Family relationships.	Respecting themselves and	Expanding cultural	Respecting themselves and	Students will encounter

	<p>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>Exploring other relationships and how to recognise them. Gaining empathy.</p>	<p>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 role of women and racism.</p>	<p>exposure and improving our cultural knowledge. The module explores a variety of different social relationships and examines the difficulties therein. Several poems explore the absurdity of stereotypical representation of love</p>	<p>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 role of women and racism.</p>	<p>historical religious beliefs. Renaissance culture is introduced.</p>
2.Skills For life	<p>Empathy: Students will engage with a character with atypical neurology and explore his daily struggles.</p> <p>Teamwork: Students will</p>	<p>Empathy: Students will consider how to influence others.</p> <p>Developing teamwork: Students will work</p>	<p>Problem solving and Independence: Students will develop skills that allow them to approach exam questions independently, deciphering rubrics and</p>	<p>Literacy: Students will produce thoughtfully-structured written responses to texts.</p> <p>Empathy: Students will</p>	<p>Problem solving and Independence: Students will develop skills that allow them to approach exam questions independently, deciphering rubrics and</p>	<p>Literacy: Students will continue to form structured written responses to texts.</p>

	<p>participate in a class debate, requiring them to prepare arguments as a large team.</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>collaboratively on planning a narrative. This will require close communication with other groups.</p>	<p>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 communication in the correct format.</p>	<p>explore a variety of speakers and empathise with their emotional state through their voices.</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>	<p>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 communication in the correct format.</p>	
3.FBV	Students are taught to be tolerant of those with atypical	Students consider the parallels between the rule of law and	Students will respond to texts espousing democratic	Students will be exposed to texts which conform to the values of	Students will respond to texts espousing democratic	Students will encounter the consequences of disrupting

	neurology by empathising with the protagonist. This will also foster respect.	their personal morality When peer assessing work, students are taught to be tolerant and respectful of others' contributions.	values and the rule of law. The text covers various aspects of prejudice, including racism, sexism and intolerance of difference. This module encourages tolerance and mutual respect.	democracy, tolerance and mutual respect. The poems will cover personal responsibility, as well as wider concerns, like the morality of war.	values and the rule of law. The text covers various aspects of prejudice, including racism, sexism and intolerance of difference. This module encourages tolerance and mutual respect.	the rule of law in the text.
Stretch & challenge	Write an additional scene for 'Curious Incident' showing what happens to Christopher in the future.	Be able to evaluate your ideas in relation to an exam question	Research different types of fiction texts about identity. Find two texts that give different views on a topic and write a summary of similarities and differences.	Write a review of a book that you have read this year.	Research the novel 'To Kill a Mockingbird' by Harper Lee	Read another Shakespearean tragedy
Key assessment focus, suggested assessments	LITERATURE: Whole novel question on Curious Incident	Whole novel question on Curious Incident (extract as a prompt)	LITERATURE: Extract question on 'Noughts and Crosses'	LITERATURE: Comparing two poems.	LITERATURE: Whole novel question on 'Noughts and Crosses'	LITERATURE: Verbal assessment through discussion

