



St George's School
English and Drama Faculty
Year 9 Curriculum Map for ENGLISH

	Autumn 1	Autumn 2	Spring 1-Spring 2	Spring 2-Summer 1	Summer 2
THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i>	<i>Soliloquies and Monologues</i> <p>Examine and explore how soliloquies and monologues have been used in Literature throughout the ages and to consider the power of voice within the Literary tradition..</p>	<p>Short stories</p> <p>Examine and explore a range of short stories, looking at how meaning can be crafted through a short narrative. We will look to embed aspects of contexts and consolidate conventions of prose writing.</p>	<i>Piecing Me Together</i> <p>Study of the novel by Renee Watson, reflecting on a range of key themes including, racism, sexism, intersectionality and privilege. We look to develop students ability to respond</p>	<p>The art of writing</p> <p>Examine and explore a range of poems, looking at poetic skill but also the 'big ideas' of hope and freedom. Following the study of a poem by Amanda Gorman, students will write their own poems, considering the concept of unity across division. We will also work on creative writing and analyse songs</p>	<i>An Inspector Calls</i> <p>Exploring wider contextual factors like Priestley's political views, patriarchal societies, social class, and asks students to scrutinise their own moral values.</p>
SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i>	<p>Teaching students to identify purpose, audience, form and formality of a range of texts.</p> <p>Writing skills including paragraphing, language devices and building vocabulary.</p> <p>Developing and utilising knowledge of key terminology and language techniques.</p> <p>Developing an understanding of context and how it informs a writer's craft</p> <p>Consider impact of techniques on a reader and be able to justify own choices.</p>	<p>Teaching students to identify purpose, audience, form and formality of a range of texts.</p> <p>Writing skills including paragraphing, language devices and building vocabulary.</p> <p>Developing and utilising knowledge of key terminology and language techniques.</p> <p>Building empathy skills to explore how characters feel, through reading/writing activities and exploration of contexts.</p> <p>Consider impact of techniques on a reader and be able to justify own choices.</p> <p>To look at how a piece of writing can be placed within a genre.</p>	<p>Developing speaking and listening skills through development of discursive skills.</p> <p>Exploring the text at extract level through close analysis but also theme level, by tracing characters, themes and ideas across a whole text.</p> <p>Being able to embed understanding of context and authorial intent to stretch analysis.</p> <p>Developing independent learning skills through the unit's prep project.</p>	<p>Teaching students to identify purpose, audience, form and formality of a range of texts.</p> <p>Writing skills including paragraphing, language devices and building vocabulary.</p> <p>Developing and utilising knowledge of key terminology and language techniques.</p> <p>Building empathy skills to explore how characters feel, through reading/writing activities and exploration of contexts.</p> <p>Consider impact of techniques on a reader and be able to justify own choices.</p> <p>Developing comparison skills - using the PETERCETER model to support comparative skills.</p>	<p>Developing speaking and listening skills through development of discursive skills.</p> <p>Exploring the text at extract level through close analysis but also theme level, by tracing characters, themes and ideas across a whole text.</p> <p>Considering stagecraft and how drama texts impact an audience.</p> <p>Being able to embed understanding of context and authorial intent to stretch analysis.</p> <p>Building empathy skills to explore how characters feel, through reading/writing activities and exploration of contexts.</p> <p>Being able to draw links between the text and the modern world, considering how an audience might response differently/similarly.</p>

	Autumn 1	Autumn 2	Spring 1-Spring 2	Spring 2-Summer 1	Summer 2
FEEDBACK <i>Noteworthy tasks and assessments</i>	<p>Written task: Creative response; soliloquy from the perspective of a selected character</p> <p>Reading task: Informal assessment through class activities</p> <p>Spoken language: Informally monitored through class discussion.</p>	<p>Written task: Informally through the unit</p> <p>Reading task: Extract analysis</p> <p>Spoken language: Informally monitored through class discussion.</p>	<p>Written task: Personal writing task; writing literary non-fiction</p> <p>Reading task: Tasks completed throughout the unit; informal and written</p> <p>Spoken language: Informally monitored through class discussion; speech to be delivered on identity</p>	<p>Written task: Informal writing of a poem from the anthology 'The Language of Bridges'</p> <p>Reading task: comparative response to two studied poems</p> <p>Spoken language: Informally monitored through class discussion.</p>	<p>Written task: Informal written task of diary entries from the perspective of a character. Peer assessed.</p> <p>Reading task: GCSE style task on character, making links across the whole text and linking with context.</p> <p>Spoken language: Informally monitored through class discussion and possible drama task.</p>
BREADTH <i>Opportunities, trips, wider reading, cultural capital</i>	<p>Exploration of how conventions change and develop over context</p> <p>Recorded versions to explore dramatic techniques</p> <p>Research into a range of texts across the ages</p>	<p>Wider reading texts offered</p> <p>Exploration of how prose conventions can be used and developed by different writers</p>	<p>Exploration of concepts of identity</p> <p>Viewpoint responses for prep project</p> <p>Wider reading texts offered</p>	<p>Exploration of how language can be used in different mediums</p> <p>Exploration of different voices in poetry, covering aspects of race, gender and sexuality.</p> <p>Year 9 poetry anthology.</p>	<p>Opportunity to watch a film version</p> <p>Possibility for a theatre group to visit to perform the text</p> <p>Contextual research for prep project</p> <p>Wider reading texts offered</p> <p>Develop knowledge in relation to class and the political spectrum</p>
KEY VOCABULARY <i>Important words and phrases</i>	<p>Stanza</p> <p>Voice</p> <p>Volta</p> <p>Rhyme, Rhythm, Pattern</p> <p>Repetition</p> <p>Extended metaphor</p> <p>Simile, Metaphor</p> <p>Symbolism</p> <p>Semantic field</p> <p>Cyclical structure</p> <p>Tone</p> <p>Enjambment</p> <p>Caesura</p> <p>Onomatopoeia</p> <p>Soliloquy</p> <p>Monologue</p> <p>Audience</p>	<p>Voice</p> <p>Narrative</p> <p>Tone</p> <p>Tense</p> <p>Cyclical structure</p> <p>Refugee</p> <p>Simile</p> <p>Metaphor</p> <p>Personification</p> <p>Zoomorphism</p> <p>Pathetic fallacy</p> <p>Symbolism</p> <p>Prose</p> <p>Antagonist</p> <p>Protagonist</p>	<p>Voice</p> <p>Tense</p> <p>Tone</p> <p>Identity</p> <p>Character shift</p> <p>Symbolism</p> <p>Dual narrative</p> <p>Character development</p> <p>Tone</p> <p>Dialogue</p> <p>Authorial intent</p> <p>Context</p> <p>Genre</p> <p>Antagonist</p> <p>Protagonist</p> <p>Setting</p> <p>Intersectionality</p>	<p>Stanza</p> <p>Voice</p> <p>Volta</p> <p>Rhyme, Rhythm, Pattern</p> <p>Repetition</p> <p>Extended metaphor</p> <p>Simile, Metaphor</p> <p>Symbolism</p> <p>Semantic field</p> <p>Cyclical structure</p> <p>Tone</p> <p>Enjambment</p> <p>Caesura</p> <p>Onomatopoeia</p>	<p>Props,</p> <p>Stage craft,</p> <p>Stage directions</p> <p>Character</p> <p>Authorial viewpoint</p> <p>Authorial intent</p> <p>Socialism, Capitalism</p> <p>Social responsibility</p> <p>Generation</p> <p>Change</p> <p>Audience</p> <p>Dialogue</p> <p>Costume</p> <p>Scene, Act</p> <p>Climax</p> <p>Humour</p> <p>Suspense, Tension</p> <p>Exit</p> <p>Dramatic irony</p>