



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
<p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p>	<p><i>Finding Your Voice</i></p> <p>Examine and explore a range of speeches and topics on themes including race, gender and disability. Students will be encouraged to reflect on their own views as well as evidence about life outside of their own before revising the skills of speech writing.</p>	<p>Poetry of identity</p> <p>Examine and explore a range of poems, looking at poetic skill but also the 'big ideas' or race, sexuality, 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.</p>	<p><i>Piecing Me Together</i></p> <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>Creative writing</p> <p>Examine and explore a range of short stories focusing on aspects of identity and relating them to their own understanding. We will use this to consider migration, the refugee crisis and how voice and identity combine.</p>	<p><i>An Inspector Calls</i></p> <p>Exploring wider contextual factors like Priestley's political views, patriarchal societies, social class, and asks students to scrutinise their own moral values.</p>
<p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></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>Developing speaking and listening skills through development of discursive skills.</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>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>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>Begin to develop a personal style and voice.</p> <p>Developing understanding of the importance of structure.</p> <p>Consider impact of techniques on a reader and be able to justify own choices.</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: Speech based on the topic of prejudice</p> <p>Reading task: Informal research and responses to a speech</p> <p>Spoken language: Informally monitored through class discussion.</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 writing of a poem from the anthology 'The Language of Bridges'</p> <p>Reading task: A short response to a poem studied.</p> <p>Spoken language: Informally monitored through class discussion.</p>	<p>Written task: Exam style task on description or narrative. Students to be given a choice.</p> <p>Reading task: Informal and peer assessed responses to short stories studied.</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>Opportunity to watch recorded versions of speeches to explore non-verbal aspects</p> <p>Build knowledge of key social issues including race, gender and sexuality.</p>	<p>Exploration of different voices in poetry, covering aspects of race, gender and sexuality.</p> <p>Year 9 poetry anthology.</p>	<p>Exploration of different voices in poetry, covering aspects of race, gender and sexuality.</p> <p>Year 9 poetry anthology.</p>	<p>Reading stories linked thematically.</p> <p>Understanding the migrant crisis.</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>Rhetoric, Rhetorical devices Alliteration Expert Opinion Fact, Opinion, Statistics Emotive Language Cyclical structure Triplets Audience Non-verbal Tone Repetition Juxtaposition Oxymoron Imagery Anti-racism Unconscious bias Privilege</p>	<p>Stanza Voice Volta Rhyme, Rhythm, Pattern Repetition Extended metaphor Simile, Metaphor Symbolism Semantic field Cyclical structure Tone Enjambment Caesura Onomatopoeia</p>	<p>Stanza Voice Volta Rhyme, Rhythm, Pattern Repetition Extended metaphor Simile, Metaphor Symbolism Semantic field Cyclical structure Tone Enjambment Caesura Onomatopoeia</p>	<p>Migrant Crisis Voice Juxtaposition Tone Imagery Sensory language Emotive language Alliteration Sibilance Dystopian Gothic Media Viewpoint Bias Politicallip</p>	<p>Props, Stage craft, Stage directions Character Authorial viewpoint Authorial intent Socialism, Capitalism Social responsibility Generation Change Audience Dialogue Costume Scene, Act Climax Humour Suspense, Tension Exit Dramatic irony</p>