



## Bishop Stopford's School

### Curriculum Map Year 9

### ENGLISH

Curriculum Intent: To progress student understanding towards the knowledge and skill base for higher level learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	<b>Gothic Writing: Why?</b> To enable students to improve technical accuracy within their creative writing whilst exploring a range of gothic texts across time, for pleasure.	<b>An Inspector Calls: Why?</b> Builds upon prior knowledge of concepts around social class and equality. Also aids in developing pleasurable experience of literature as play is read as a 'cold read' for enjoyment.	<b>Non-fiction writing magazines: Why?</b> To further develop student ability to formulate their interpretations and opinions of current affairs via the conventions of transactional writing.	<b>Relationships Poetry: Why?</b> Extend upon prior knowledge of how poets use poetic devices to convey meaning to the reader whilst exploring a variety of human connections and relationships through the context of marriage and familial relationships.	<b>Othello: Why?</b> To consolidate understanding and enjoyment of Shakespearean context and methods. To begin exploring the conventions of tragedies in preparation for GCSE (Macbeth).	<b>Short Stories Anthology: Why?</b> To offer students a variety of fiction and non fiction texts to explore for enjoyment and understanding of various cultures and identities within literature. Also to develop analysis and evaluation ability.
Core Skills	<ul style="list-style-type: none"> <li>• creation and editing of sentence forms and overall structure for effect</li> <li>• selecting and adapting vocabulary for effect</li> <li>• Develop extended writing</li> </ul>	<ul style="list-style-type: none"> <li>• analysis of connections between text and context</li> <li>• Numerical Skills - charts/tension graphs etc.</li> <li>• Literacy / oracy and drama Skills inc role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Oracy - self and group presentations/speeches/ role-play</li> <li>• Use of linguistic and structural devices for effect</li> <li>• Literacy Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of language and structural devices</li> <li>• Inference and interpretation</li> <li>• Evaluation and critical comparison</li> <li>Literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>• analysis of connections between text and context</li> <li>• Numerical Skills - charts/tension graphs etc.</li> <li>• Literacy / oracy and drama Skills inc role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation</li> <li>• identification of themes, ideas, settings and events</li> <li>• Literacy Skills • Analysis of language and structural devices</li> <li>• Inference and interpretation</li> </ul>
Core Knowledge	Consolidate knowledge of how writers use specific conventions of genre , ideas, themes and events to entertain readers. Practice ability to critically evaluate effectiveness of writers' use of methods.	Understand the concepts of class, equality and inequality, power, control and corruption. Improve analysis of literal and implied meaning within text and the ability to make connections between this and the context of texts.	Improve how to articulate a variety of non-fiction texts in relation to current affairs issues i.e. articles, essays, letters and speeches.	Understanding texts at literal and implied levels and linking the meaning of texts to writers' use of language and structural methods.	Understanding texts at literal and implied levels and linking the meaning of texts to writers' use of context to convey messages to the audience. Analysis of how Shakespeare uses dramatic methods to engage and provide meaning for contextual and modern audiences.	Consolidate knowledge of how writers use setting, ideas, themes and events to entertain readers. Further develop ability to critically evaluate effectiveness of writers' use of methods.
Assesment & Feedback	Formative assessment - Creative writing piece followed by DIRT (Directed Improvement Reflection Time) of teacher feedback and Summative assessment - second creative writing piece. Both assessments use images and concepts from the scheme as stimulus. Also self and peer assessment of classwork.	Formative assessment - analysis of character from the play with focus on how Priestley makes connections between character and the context of the play. Students will complete a DIRT task afterwards and then a Summative which assess the same skill but in relation to theme from another part of the play. Also in-class self and peer assessment.	Formative assessment - Transactional writing piece followed by DIRT (Directed Improvement Reflection Time) of teacher feedback and Summative assessment - second Transactional writing piece. Both assessments use concepts and ideas from the scheme as stimulus. Also self and peer assessment of classwork and speaking and listening tasks.	Formative assessment - comparative analysis of how poets have used language and structure to convey meaning for the reader followed by DIRT. Summative assessment - assesses same skill but with different poems. In class self and peer assessment too.	Formative assessment - analysis of how Shakespeare uses language and structure to portray a character followed by DIRT. Summative assessment - exploration of how Shakespeare presents a specific theme throughout the play in relation to plot, theme, character and context. In class self and peer assessment too	Formative assessment - Evaluation of how writer has used specific methods to create effects within an extract followed by DIRT. Summative assessment - assesses same skill but with a different extract from another short story. In class self and peer assessment too.
Link to prior	Year 7 Autumn Term 1 and Summer Term 2 Schemes	Links to Year 8 Autumn Term 2 and Summer Term 1 schemes	Year 8 Summer Term 2	Year 8 Spring Term 1	Year 8 Autumn Term 2	Year 8 Autumn Term 1 and Spring Term 2
Outside		Theatre Trip				