

English



Year 9

Curriculum Map



Year 9 - Autumn Term

Prejudice and Discrimination

Prior Learning	<p>Prior to this unit, in years 7 and 8, pupils have analysed and compared a range of non-fiction texts on different themes in order to develop the skills of inference, summary, synthesis, comparison and language analysis. Earlier in key stage 3, pupils have also studied and analysed poems and how writers use language, structure and form within poems to convey meaning. Furthermore, pupils have developed their skills of literary analysis, exploring the presentation of setting, characters and themes in a range of novels, short stories and extracts, leading into the work this term on Steinbeck's 'Of Mice and Men'.</p>
What will I learn?	<p>In this unit of work entitled 'Prejudice and Discrimination', pupils will read, explore and compare a range of non-fiction and fiction texts relating to the oppression of black people historically in America and the subjugation of women in other parts of the world. Following that, pupils will read and study Steinbeck's novel 'Of Mice and Men', relating its key themes to context, 1930's America, before moving on to explore a range of poems by writers from other cultures connected with the themes of cultural identity and voice.</p>
How will I be assessed?	<p>Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will complete a summative assessment each term, which will assess their pupils' understanding and application of the key content and skills covered during the unit.</p>
Next Steps	<p>Pupils will read and explore the novels 'Rani and Sukh' and 'Lord of the Flies' later in year 9 when they will continue to develop their skills of literary analysis and essay writing. Analysis of non-fiction will also ensue later in the year; however, the focus then will be more on the language and style used for news and web articles, with a view to pupils writing their own article afterwards. The analysis of poetry will be picked up in year 10, when pupils will complete a module on how to tackle unseen poetry, followed by beginning to explore/compare some of the poems from the AQA anthology.</p>
Opportunities for Independent Learning	<p>Black History: Famous Figures, Their Stories and Works - https://www.biography.com/tag/black-history 'Of Mice and Men': Study Guide - https://www.sparknotes.com/lit/micemen/ 'Of Mice and Men': Additional Notes/Background - https://www.cliffsnotes.com/literature/o/of-mice-and-men/of-mice-and-men-at-a-glance Essay Writing: Detailed Guide - https://www.bbc.co.uk/bitesize/topics/zjny3j6</p>
Personal Development and CEIAG	<p>Within this unit, pupils will explore a range of fiction and non-fiction texts relating to the themes of prejudice and discrimination based on race and gender. Through the discussion of the unfair treatment of black people and women in 'Of Mice and Men' and through the speeches of Martin Luther King and Jesse Jackson, pupils will be encouraged to show tolerance and respect towards others. It will also serve as a reminder of the diversity of British society and the value it places upon equality and fairness.</p> <p>Pupils will gain an insight into the workings of government and politics through the exploration of non-fiction texts about Nelson Mandela, Jesse Jackson and Martin Luther King, important political figures and leaders of the twentieth century.</p>
Enrichment Opportunities (Cultural Capital)	<p>Potential theatre trip to watch a live performance of 'Of Mice and Men' Further Reading by John Steinbeck: 'The Pearl' – https://books-library.net/files/books-library.online-12230055Fn6B4.pdf 'The Grapes of Wrath' – https://www.kirstenenglish.com/uploads/2/5/6/7/25677021/grapes_of_wrath_john_steinbeck2.pdf Year 9 Creative Writing Competition</p>



Year 9 - Spring Term

Love and Hate

Prior Learning	Prior to this unit, pupils have read and explored a range of fictional texts – extracts, short stories and novels – focusing on the presentation of setting, characters and themes. Pupils have explored different narrative approaches in fiction, as well as how writers use language and structure for effect and to create meaning. Furthermore, pupils have read and explored plays in previous years such as ‘The Tempest’ in year 7 and ‘Blood Brothers’ in year 8, which will prepare pupils for the challenges of reading and exploring Shakespeare’s play ‘Romeo and Juliet’.
What will I learn?	In the unit ‘Love and Hate’, pupils will read and study the novel ‘Rani and Sukh’ by Bali Rai and Shakespeare’s play ‘Romeo and Juliet’, both of which deal with parental opposition to relationships owing to prejudice and teenage rebellion. Work on the texts will explore how the central characters and themes are presented, with pupils trained to write a critical essay on a key character or theme.
How will I be assessed?	Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils’ knowledge and understanding. Pupils will complete a summative assessment each term, which will assess their pupils’ understanding and application of the key content and skills covered during the unit.
Next Steps	Pupils will develop their literary analysis skills further through the study of Golding’s novel ‘Lord of the Flies’ in the next unit, when they will explore setting, characters and themes, as well as the use of third person omniscient narrator. Pupils will prepare an essay on a key character or theme presented in the novel. Furthermore, pupils will develop their skills of language analysis and comparison as they study a range of non-fiction extracts relating to teenagers and societal pressures they face.
Opportunities for Independent Learning	‘Rani and Sukh’: extensive notes on the novel - https://englishlibrary.tistory.com/192 E-copy of ‘Romeo and Juliet’ (full play) - http://shakespeare.mit.edu/romeo_juliet/full.html ‘Romeo and Juliet’: Study Guide - https://www.sparknotes.com/shakespeare/romeojuliet/ William Shakespeare, his life, works and inspirations - https://www.bbc.co.uk/bitesize/courses/zx39wsg Essay Writing: Detailed Guide - https://www.bbc.co.uk/bitesize/topics/zjny3j6
Personal Development and CEIAG	Both ‘Rani and Sukh’ and ‘Romeo and Juliet’ present stories of forbidden love between teenagers and parental opposition. Bali Rai’s novel also explores the theme of multiculturalism through the conflict between cultures and different generations: traditional Punjabi culture meets modern Western culture. As well as prompting discussions around what constitutes a healthy and wholesome relationship, the issues faced by the young lovers are relatable and illuminating for a teenage audience.
Enrichment Opportunities (Cultural Capital)	Potential theatre trip to watch a live performance of the play ‘Romeo and Juliet’ Bali Rai, further reading and information about the writer – https://www.hayfestival.com/schools/downloads/Bali-Rai-classroom-resources.pdf



Year 9 – Summer Term

Power and Leadership

Prior Learning	<p>Pupils have studied a range of fictional texts across key stage 3, preparing them for the study of 'Lord of the Flies'. They have explored the different types of narrators found in fiction, how writers use description to set the scene and create mood and atmosphere, as well as the range of methods of characterisation used by writers. Pupils have also explored how themes are developed in texts, linking themes to the novel's moral dimension and the writer's purpose. Pupils have also developed an understanding of how writers use language and structure to create different effects, which will be built upon in the analysis of fiction and non-fiction in this unit. The work done earlier in year 9 analysing powerful speeches will prepare pupils for writing their own persuasive speech later in this unit.</p>
What will I learn?	<p>In the 'Power and Leadership' unit, pupils will read the classic novel 'Lord of the Flies', exploring its presentation of key characters and themes, reflecting closely on the language and style of Golding's writing. Work will ensue on the analysis and comparison of non-fiction texts relating to survival/adventure e.g. 'Spirit of the Jungle' by Bear Grylls. Persuasive writing to follow with pupils planning, writing and presenting a speech putting themselves forward as the leader of the camp (as per the scenario in Golding's 'Lord of the Flies').</p>
How will I be assessed?	<p>Pupils will complete regular recall activities in lessons to review and reinforce key knowledge and skills. The use of mini whiteboards and other methods of formative assessment will enable teachers to check the pupils' knowledge and understanding. Pupils will complete a summative assessment each term, which will assess their pupils' understanding and application of the key content and skills covered during the unit.</p>
Next Steps	<p>Pupils will develop their skills of literary analysis, exploring the writer's use of language and structure for effect in the ensuing unit when pupils will begin work on the reading section of Language Paper 1. This will also be developed in the study of Priestley's play 'An Inspector Calls' when pupils will explore how characters and themes are presented, linking their exploration of themes with relevant context and the writer's aims and intentions. Analysis and comparison of non-fiction will follow later in year 10 during the spring term when pupils will work on developing their skills of inference, analysis, summary and comparison.</p>
Opportunities for Independent Learning	<p>'Lord of the Flies': Study Guide - https://www.sparknotes.com/lit/flies/ Critical essay, 'Lord of the Flies' - https://owlcation.com/humanities/The-Lord-of-The-Flies-By-William-Golding-Lessons-In-Morality-Masculinity-and-Life Mr Bruff, YouTube tutorials on 'Lord of the Flies' - https://www.youtube.com/watch?v=4KcCGnE_GXQ&list=PLqGFsWf-P-cBluaxn4NS_hEJgrJrvXDT Chapter Nineteen of 'Spirit of the Jungle' by Bear Grylls - https://blog.whsmith.co.uk/read-an-extract-from-spirit-of-the-jungle-by-bear-grylls/ How to write a speech - https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4</p>
Personal Development and CEIAG	<p>In their study of Golding's novel 'Lord of the Flies' pupils will explore the theme of community which is identified as needing to be founded upon fairness and respect for it to endure; through the boys' struggles and fallouts, they will learn about the difficulties of leadership and the conflicts that arise when those in power act unethically. Pupils will also explore the themes of bullying and morality through the cruel treatment of Piggy, one of the novel's central characters.</p> <p>Within this unit, pupils will explore a range of web and newspaper articles which will allow for discussion about the role of reporters (including freelance), sub-editors and editors.</p>

**Enrichment
Opportunities
(Cultural
Capital)**

Year 9 Public Speaking Competition
'Lord of the Flies' 1963 film - <https://vimeo.com/513404943>