English

Year 9

Curriculum Map

	Year 9 - Autumn Term **Dystopian Fiction**
Prior Learning	In year 7, pupils completed a unit exploring different narrative hooks used in fiction, familiarising themselves with a range of different ways to engage the reader at the start of a story. Furthermore, in year 8, pupils explored how description of a setting and the presentation of characters can be used to create mood and atmosphere in a gothic context. Pupils have also encountered a range of fictional texts in prior years i.e. 'The Unforgotten Coat', 'A Monster Calls' and numerous short stories within which they have explored the principal characters, relationships and emerging themes. Work on developing inference, use of evidence, and analysis of language, structure and form will prepare pupils for exploring the themes and moral dimension of Orwell's allegorical novella 'Animal Farm'.
What will I learn?	In this unit, pupils will identify the key characteristics found in dystopian fiction in terms of character, setting and plot. Furthermore, they will read a range of openings to dystopian novels, exploring the settings presented and how language techniques are used to create mood and atmosphere. Pupils will then look to create their own dystopian setting using film poster images as their stimulus. Further creative writing will follow with pupils reviewing different methods of characterisation and focusing on some existing characters from dystopian fiction before creating their own dystopian character. Pupils will then plan and write their own opening to a dystopian novel, focusing primarily on the presentation of character, setting and mood. The study of Orwell's 'Animal Farm' will follow with an exploration of the characters and themes presented in the novel, linked to the novel's socio-political context i.e. the failure of communism in revolutionary Russia. Pupils will learn how to plan and write an essay analysing how a key character is presented within the novel.
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 in lessons will enable teachers to check the pupils' knowledge and understanding. Pupils will complete one formal assessment each half term, which will assess the pupils' understanding and application of the key content and skills covered during the unit. DIRT to follow written feedback, correcting any SPaG errors and improving a section of their response in green pen.
Next Steps	In the summer term of year 9, the pupils will study Miller's play 'The Crucible' which, like 'Animal Farm', is a political allegory criticising the actions of an oppressive government. Pupils will explore the presentation of characters, trace the development of key themes and make links to the play's wider context (criticism of McCarthyism in 1950s America). Exploration of themes linked to context will lead pupils to evaluate the writer's intention and purpose in this play.
Opportunities for Independent Learning	Key Information on Dystopian Fiction – What Is Dystopian Fiction? 20 Examples of Dystopian Fiction - 2024 - MasterClass Information and Activities on 'Animal Farm' – Animal Farm by George Orwell - BBC Bitesize Essay Writing: Detailed Guide – https://www.bbc.co.uk/bitesize/topics/zjny3j6
Personal Development and CEIAG	The novel 'Animal Farm' presents the opportunity to review the successes and failures of different political systems and ideologies e.g. the replacement of a democracy with autocratic rule. Pupils will gain an insight into government and leadership, and how censorship and propaganda work under oppressive rulers. There will be opportunities to link characters and events in the novel with foreign dictatorships i.e. Russia, North Korea, and discuss how these autocratic systems manage to rule absolutely.
Enrichment Opportunities	Year 9 Creative Writing Competition – winning stories to be shared by Facebook

(Cultural Capital)	Further Reading '30 of the best dystopian novels of all time' – 30 of the best dystopian novels of all time - Pan Macmillan

	Year 9 - Spring Term **The Art of Comparison**
Prior Learning	Pupils were introduced to non-fiction in year 7 when they explored several different forms i.e. travel brochure, review, article. In addition to learning about their structural features and typical characteristics, pupils were introduced to key terminology such as audience, purpose and viewpoint, as well as exploring the effects of language and techniques. In Year 8, pupils studied a range of speeches in the 'Power and Protest' unit, evaluating how writers use rhetoric to engage and persuade their audience. Similarly, the writer's viewpoint and tone were assessed, as was the use of rhetorical devices for effect e.g. the use of ethos, logos and pathos. This will help prepare pupils for identifying similarities and differences between non-fiction texts in this module. Furthermore, the pupils were exposed to a range of poetic forms in years 7 and 8, including a unit of poetry by writers from different cultures where context evidently had an important bearing on the themes and issues presented.
What will I learn?	In this unit, pupils will analyse and compare a range of non-fictions texts related by topic or theme. Initially, the focus will be on comparing the writers' views and methods used across two texts, developing an analytical approach to comparison. Pupils will then analyse the writer's use of language and its effects, considering the impressions created and the effect upon the reader. Following on from this, pupils will be familiarised with the Romantic movement and how that is evident in artwork of the time. Pupils will then explore a range of poems by Blake, Shelley and Robert Browning, analysing how language, structure and form are used to convey viewpoint and key themes. Comparison between poems will ensue, with pupils being taught how to write a comparative essay between two poems.
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 in lessons will enable teachers to check the pupils' knowledge and understanding. Pupils will complete one formal assessment each half term, which will assess the pupils' understanding and application of the key content and skills covered during the unit. DIRT to follow written feedback, correcting any SPaG errors and improving a section of their response in green pen.
Next Steps	The unit on Romantic poetry and focus on analysis and comparison will prepare pupils for the Love and Relationships poetry anthology at GCSE. The anthology contains poems by Byron, Shelley, Browning and Barrett-Browning, so the exploration of the Romantic movement in year 9 will familiarise pupils with its key features and an understanding of context, plus the typical settings, subjects and themes of Romantic literature. In Year 10, pupils will continue to work on developing their skills of analysis and comparison, exploring a range of non-fiction texts related by topic.
Opportunities for Independent Learning	How to compare non-fiction – How to compare non-fiction texts for KS3 English students - BBC Bitesize Background Information on Romanticism – English literature - Romanticism, Poetry, Novels | Britannica Essay Writing: Detailed Guide – https://www.bbc.co.uk/bitesize/topics/zjny3j6
Personal Development and CEIAG	In their study of Romantic poetry e.g. My Last Duchess and Porphyria's Lover by Robert Browning, pupils will explore the themes of gender inequality and the cruel treatment of women. They will learn about the restrictions imposed upon Victorian women and the

	double standards that pervaded society enabling men to have mistresses when married. With misogyny still an issue, evident in the number of Andrew Tate followers, sexist attitudes towards women will be challenged and equal rights promoted.
Enrichment Opportunities (Cultural Capital)	Year 9 Competition – pupils to write a poem or produce some artwork relating to the Romantic movement Further Reading: Jane Eyre, Wuthering Heights, Frankenstein – 119-2014-04-09-Jane Eyre.pdf (ucm.es) Wuthering Heights (ucm.es) Shelley-1818 Frankenstein.pdf (tue.nl)

	Year 9 – Summer Term **Bias and Objectivity**
Prior Learning	In year 7, pupils explored a range of different non-fiction forms e.g. travel brochure, review and article, preparing them for the extensive focus on article writing in this unit. Furthermore, pupils planned and prepared a speech on a topical issue in year 8, employing a range of devices to engage and persuade the reader. In years 7 and 8, pupils read key scenes from two plays by Shakespeare: 'A Midsummer Night's Dream' and 'Romeo and Juliet'. The focus on the presentation of characters, relationships and key themes within those plays should prepare pupils for writing a critical essay on a key theme explored in Miller's play.
What will I learn?	The unit will begin with pupils studying a range of articles on two topics: National Service and the banning of mobile phones in schools. Initially, pupils will be familiarised with the article form and its key features. Pupils will also explore the need for sticking to the facts when writing about important issues like politics that require objectivity. During their close analysis of several different articles, pupils will gather ideas, ready for planning and writing their own articles. Pupils will explore how blogs are different, more personal and informal in their tone/register. Next, pupils will read and study 'The Crucible' by Arthur Miller. Pupils will focus on the presentation of characters and themes, linking the play's big ideas to the relevant context surrounding it. During their studies, pupils will learn how to structure and write a formal essay exploring the presentation of a key 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 in lessons will enable teachers to check the pupils' knowledge and understanding. Pupils will complete one formal assessment each half term, which will assess the pupils' understanding and application of the key content and skills covered during the unit. DIRT to follow written feedback, correcting any SPaG errors and improving a section of their response in green pen.
Next Steps	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. Furthermore, pupils will develop their non-fiction writing further as they revisit this topic in the spring term of year 10, as well as planning, writing and presenting a speech for the Spoken Language element of the English Language GCSE in the summer term of year 10.
Opportunities for	Writing an Article – Writing an article - Writing non-fiction - AQA - GCSE English Language Revision - AQA - BBC Bitesize

Independent Learning	How to Write an Article – How To Write an Article in 7 Easy Steps | Indeed.com Comprehensive notes on The Crucible – The Crucible: Study Guide | SparkNotes
Personal Development and CEIAG	In their study of 'The Crucible', pupils will learn about the damaging effects of gossip and slander which can lead to unfair persecution. This should be linked to cyber-bullying in which pupils follow the crowd, adding to the comments made by others without thinking of the consequences. The tragic outcomes of the play will help pupils to realise that outing someone unfairly can have far-reaching consequences. During the article writing unit, pupils will learn about the news industry and the differences between writing for an established news agency and being a freelance journalist.
Enrichment Opportunities (Cultural Capital)	Wider Reading: Death of a Salesman, A View from the Bridge – Death-of-a-Salesman.pdf (kenstonlocal.org) aviewfromthebridge.pdf (sfponline.org)