

Subject: English Year 9 Curriculum Map 2022-2023			
Terms	Topics covered and core knowledge and skills	Links to careers	Links to the Knowledge organiser and other additional resources
HT1-2	<p>Susan Hill: <i>The Woman in Black</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> • The conventions of gothic fiction and how they are used in the story. • How Victorian society viewed the supernatural and the impact this has on gothic fiction. • What motifs in literature are and how Hill uses them for effect. • What a semantic field is and how Hill uses them for effect. • How women were treated in Victorian England – especially unmarried mothers. • The characterisation of the main characters, Mr Kipps and <i>The Woman in Black</i>. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> • awe • bleak • foreshadowing • formative • gothic • ignorance • isolated • juxtaposition • macabre • malicious • melodramatic • motif • ominous • oppression • pathetic fallacy • prejudice • protagonist • sceptical • semantic field • superstition • tension • tone • traumatising • unjust • vulnerable <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> • Thesis statement 	<p>Why Bother: Characters</p> <p>Why Bother: Atmosphere and Setting.</p> <p>Why Bother: Sentences</p> <p>Why Bother: Speaking</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> <p>Careers and skills in English</p>	

	<ul style="list-style-type: none"> • Introducing textual detail • Analysing a word choice • Analysing metaphorical language • Analysing a writer’s method: motif, pathetic fallacy, foreshadowing • Analysing structure • Effect on the reader <p>Students will be able to apply the following writing skills:</p> <ul style="list-style-type: none"> • Descriptive writing: sentence construction, punctuation, vocabulary choices, grammar 		
HT3-4	<p>Shakespeare: <i>Julius Caesar</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> • The differences between democracy and tyranny. • The conventions of a Shakespearean tragedy. • The traits of a tragic hero. • The structure of a Shakespearean tragedy. • What fate is and why Shakespeare might write about it. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> • ambition • consuming • democracy • dramatic irony • exploitation • foreshadowing • honour • hubris • internal conflict • juxtaposition • manipulate • obsession • oppression • pathetic fallacy • persuasion • rhetoric • setting • soliloquy • superstitious • tyranny • virtuous <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> • Thesis statement • Introducing textual detail: speech 	<p>Why Bother: Characters</p> <p>Why Bother: Sentences</p> <p>Why Bother: Speaking</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> <p>Why Bother: Atmosphere and Setting</p> <p>Why Bother: Analysing Persuasive Texts</p> <p>Why Bother: Debating and Arguing</p> <p>Why Bother: Drama</p> <p>Why Bother: Preparing and Drafting</p> <p>Why Bother: Punctuation</p>	

	<ul style="list-style-type: none"> Analysing a word choice Analysing a writer’s method: dramatic irony / foreshadowing / soliloquy / juxtaposition Linking to writer’s idea Thesis creation and extending ideas <p>Students will be able to apply the following writing skills:</p> <ul style="list-style-type: none"> Creating rhetoric 	<p>Why Bother: Spelling</p> <p>Why Bother: Tone and Style</p> <p>Careers and skills in English</p>	
HT5-6	<p>Poetry: Courage and Duty</p> <p>Students will know:</p> <ul style="list-style-type: none"> Structural and form features of poetry and their effects, including caesura, enjambment and rhyme. The contexts and ideas presented in a range of poems related to the themes of courage and duty. How writers create speakers to convey ideas. How writers use poetry to convey deeper ideas. <p>Students will know and be able to apply these words:</p> <ul style="list-style-type: none"> caesura celebrate condemn conform courage dehumanise desensitised duty enjambment free verse glorify inescapable monologue obedience patriotism rhyme rhythm speaker trauma <p>Students will be able to apply the following reading skills:</p> <ul style="list-style-type: none"> Comparative thesis on two writers’ intentions Introducing textual detail: description Commenting on the effect on the reader Analysing a word choice Analysing a writer’s method and its effect Linking to the writer’s idea / message / intent 	<p>Why Bother: Sentences</p> <p>Why Bother: Speaking</p> <p>Why Bother: Vocabulary</p> <p>Why Bother: Grammar</p> <p>Why Bother: Writing to Analyse</p> <p>Why Bother: Analysing Persuasive Texts</p> <p>Why Bother: Debating and Arguing</p> <p>Why Bother: Non-fiction</p> <p>Why Bother: Preparing and Drafting</p> <p>Why Bother: Punctuation</p> <p>Why Bother: Tone and Style</p> <p>Why Bother: Understanding Rhythm</p>	

	<ul style="list-style-type: none">• Planning and developing a response to support a thesis <p>Students will be able to apply the following writing skills:</p> <ul style="list-style-type: none">• Rhetoric – understanding and applying persuasion in speech and texts.• Accuracy in spelling, grammar and punctuation.	<u>Careers and skills in English</u>	
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