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| Subject: English Year 9 Curriculum Map 2024-25 |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| HT1-2 | **Susan Hill: *The Woman in Black*****Students will know:*** 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 The Woman in Black.

**Students will know and be able to apply these words:*** 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

**Students will be able to apply the following reading skills:*** Explore what the writer wants to show.
* Analyse how the writer shows their ideas (their methods).

**Students will be able to apply the following writing skills:*** Introduction to rhetoric – leaflet writing
 | [Why Bother: Characters](https://www.youtube.com/watch?v=Sdm6O1PfebY&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=14)[Why Bother: Atmosphere and Setting.](https://www.youtube.com/watch?v=2HGCi2TB_wo&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=7)[Why Bother: Sentences](https://www.youtube.com/watch?v=g6f13j8Ipag)[Why Bother: Speaking](https://www.youtube.com/watch?v=zL5mrYb-M08&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=8)[Why Bother: Vocabulary](https://www.youtube.com/watch?v=sqVX64LEwwA&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=15)[Why Bother: Grammar](https://www.youtube.com/watch?v=FopE-24cxFg&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=12)[Why Bother: Writing to Analyse](https://www.youtube.com/watch?v=AwCxHCZb4Go)[Careers and skills in English](https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_My%20Learning%20My%20Future_English_inspiration%20guide_012021.pdf) |  |
| HT3-4 | **Shakespeare: *Julius Caesar*****Students will know:*** 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.

**Students will know and be able to apply these words:*** ambition
* consuming
* democracy
* dramatic irony
* exploitation
* foreshadowing
* honour
* hubris
* internal conflict
* juxtaposition
* manipulate
* obsession
* omen
* oppression
* pathetic fallacy
* persuasion
* rhetoric
* setting
* soliloquy
* superstitious
* tyranny
* virtuous

**Students will be able to apply the following reading skills:*** Explore what the writer wants to show.
* Analyse how the writer shows their ideas (their methods).

**Students will be able to apply the following writing skills:*** Viewpoint letters and articles
 | [Why Bother: Characters](https://www.youtube.com/watch?v=Sdm6O1PfebY&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=14)[Why Bother: Sentences](https://www.youtube.com/watch?v=g6f13j8Ipag)[Why Bother: Speaking](https://www.youtube.com/watch?v=zL5mrYb-M08&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=8)[Why Bother: Vocabulary](https://www.youtube.com/watch?v=sqVX64LEwwA&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=15)[Why Bother: Grammar](https://www.youtube.com/watch?v=FopE-24cxFg&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=12)[Why Bother: Writing to Analyse](https://www.youtube.com/watch?v=AwCxHCZb4Go)[Why Bother: Atmosphere and Setting](https://www.youtube.com/watch?v=2HGCi2TB_wo&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=6)[Why Bother: Analysing Persuasive Texts](https://www.youtube.com/watch?v=H3h6t5ndrkE&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP)[Why Bother: Debating and Arguing](https://www.youtube.com/watch?v=a6KkPrus6Q4&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=2)[Why Bother: Drama](https://www.youtube.com/watch?v=_GXtXeMlDro)[Why Bother: Preparing and Drafting](https://www.youtube.com/watch?v=dMXLsz3C9Ok)[Why Bother: Punctuation](https://www.youtube.com/watch?v=NAKllcz-wL8&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=11)[Why Bother: Spelling](https://www.youtube.com/watch?v=XKzHrKihHgw&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=9)[Why Bother: Tone and Style](https://www.youtube.com/watch?v=X_H-0WiVODY&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=3) [Careers and skills in English](https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_My%20Learning%20My%20Future_English_inspiration%20guide_012021.pdf) |  |
| HT5-6 | **Poetry: Perspectives of War****Students will know:*** 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 war.
* How writers use poetry to convey deeper ideas.

**Students will know and be able to apply these words:*** agency
* autonomy
* brutality
* *caesura*
* conditioning
* critique
* dehumanise
* deprivation
* desensitised
* disillusionment
* disparity
* duty
* *enjambment*
* honour
* ignorance
* inescapable
* propaganda
* *rhyme*
* severe
* trauma
* trivialise
* vulnerability
* urgency

**Students will be able to apply the following reading skills:*** Explore what the writer wants to show.
* Analyse how the writer shows their ideas (their methods).

**Students will be able to apply the following writing skills:*** Viewpoint writing.
 | [Why Bother: Sentences](https://www.youtube.com/watch?v=g6f13j8Ipag)[Why Bother: Speaking](https://www.youtube.com/watch?v=zL5mrYb-M08&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=8)[Why Bother: Vocabulary](https://www.youtube.com/watch?v=sqVX64LEwwA&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=15)[Why Bother: Grammar](https://www.youtube.com/watch?v=FopE-24cxFg&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=12)[Why Bother: Writing to Analyse](https://www.youtube.com/watch?v=AwCxHCZb4Go)[Why Bother: Analysing Persuasive Texts](https://www.youtube.com/watch?v=H3h6t5ndrkE&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP)[Why Bother: Debating and Arguing](https://www.youtube.com/watch?v=a6KkPrus6Q4&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=2)[Why Bother: Non-fiction](https://www.youtube.com/watch?v=tgRJ9-iQ0uo)[Why Bother: Preparing and Drafting](https://www.youtube.com/watch?v=dMXLsz3C9Ok)[Why Bother: Punctuation](https://www.youtube.com/watch?v=NAKllcz-wL8&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=11)[Why Bother: Tone and Style](https://www.youtube.com/watch?v=X_H-0WiVODY&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=3)[Why Bother: Understanding Rhythm](https://www.youtube.com/watch?v=7bUcrC0vX0U&list=PLVEWa7uIDT75K5D10z7YO3PHksy7XECCP&index=7)[Careers and skills in English](https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_My%20Learning%20My%20Future_English_inspiration%20guide_012021.pdf) |  |