



## Year 9 English Curriculum Map

<b>Overview</b>	<p>In Year 9, students study a Shakespeare play (Romeo and Juliet) in detail, in preparation for the close analysis they have to undertake at Key Stage 4. They then branch out to study travel writing and non-fiction first-person accounts, which also prepares them for the rigours of challenging GCSE texts. Students will read some 19<sup>th</sup> Century fiction, exploring how language and structure are used by classic authors for effect. They will delve into the world of language and gender, building on the language study of the previous two year, before studying a contemporary play and texts in English from around the world. Pupils undertake a range of assessments, including half-termly assessments, culminating in an end of year assessment which tests their ability to read as writers and write as readers.</p>					
<b>Year 9</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>William Shakespeare's Romeo and Juliet</b>	<b>Travel writing</b>	<b>19th Century fiction</b>	<b>Language and gender</b>	<b>Contemporary Drama</b>	<b>Across the Continents</b>
<b>Knowledge</b>	Life in Elizabethan England  Love, marriage and gender roles  The Elizabethan mind	The conventions of journalistic and recount writing  Contexts	Victorian society	Theories about language, gender and power	Contexts	Current affairs  Contexts
<b>Skills</b>	Exploring and reflecting on a whole 'heritage' text;  Identify and comment on what is significant about a text  Talk and write about a text using appropriate register, form and terminology	Developing an understanding of how non-fiction texts shape meaning  Make comparisons across texts  Recognise and assess validity of information and messages in reading material  Understand and draw	Engage with texts creatively, for example writing as a character, changing a text, writing in a different genre, and so on  Play with language and structure imaginatively for effect  Generate interesting ideas about own reading	Understand how language varies among different groups, and how own language and identity is positioned within these variations  Make comparisons across texts  Listen and respond carefully to others, modifying own views accordingly	Make extended spoken contributions to group and whole class activities in different settings and roles  Use evidence to support evaluations of reading material  Understand how language shapes meaning in a range of	Situate their reading within its broader literary, social and historical contexts  Use different formats such as role play, recreative writing and critical essays to demonstrate understanding  Identify and comment on what is significant

		<p>on different ways of interpreting texts Understand how language shapes meaning</p>	<p>Draw on conventions of grammar and punctuation for particular effect in range of different types of writing</p> <p>Draw on reading to inform creative writing</p>	<p>Write accurately and coherently, drawing on suitable level of detail</p>	<p>texts</p> <p>Understand how texts are constructed for particular effect</p> <p>Talk and write about texts using appropriate subject terminology</p>	<p>and interesting about a whole text</p> <p>Talk and write about texts using appropriate subject terminology</p> <p>Use evidence to support evaluations of reading material</p>
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