CURRICULUM MAP Year 9

English



							HT6: Blood Brothers	EOY Assessment
						HT5 Shakespeare – The Tempest	Overarching unit intent:	Key Discipl Knowled
				HT4: Race and Culture	Assessment Point: Summative or AFL	Overarching unit intent:	NC: Develop an appreciation and love	Writing Asses A thematic ana Shakespearea
	HT2: Poetry: War and	Assessment Point:	HT3: Dystopian Fiction Overarching unit	Overarching unit intent:	HT3 and HT4 (with elements of HT1 and HT2)	NC: Develop an appreciation and love of reading. (Whole	of reading. NC: Reading critically	Speaking Listen
NC: HT1: To Kill A	Conflict Overarching unit	Summative or AFL	intent:	NC: Develop an appreciation and love	Key disciplinary knowledge	text – re-reading of text studied in Y7)	NC: Understanding increasingly challenging texts.	Create a mone from the perspective key character.
Mockingbird Overarching unit intent:	intent: NC: Develop an appreciation and love	Key disciplinary knowledge	NC: Write accurately, fluently, effectively and at length for pleasure and	of reading. NC: Reading critically	Writing Assessment Write the opening to a dystopian story.	NC: Reading critically NC: Understanding increasingly	NC: Learning new vocabulary through exploration of	Speaking and Listening Performance
NC: Develop an appreciation and love of reading. (Whole	of reading. NC: Reading critically	Reading Assessment Character analysis of	information. NC: Plan, draft, edit	NC: Understanding increasingly challenging texts.	Reading Assessment Exploration and	challenging texts. NC: Learning new vocabulary through	context. NC: Read critically	monologue pr prepared.
ext) IC: Reading critically	NC: Understanding increasingly challenging texts.	a key character from the novel. Writing Assessment	and proof-read through. NC: Consolidate and	NC: Learning new vocabulary through exploration of context.	analysis of advertising over time. Speaking and	exploration of context. NC: Read critically	through studying setting plot and characterisation.	Key Concept
IC: Understanding noreasingly hallenging texts.	NC: Learning new vocabulary through exploration of context.	Comparisons of presentation of war through poetry.	build on their knowledge of grammar and vocabulary.	NC: Read critically through studying setting plot and	Listening How have attitudes towards gender changed over the	through studying setting plot and characterisation.	NC: Improvising, rehearsing and performing play scriptsin order to	Reading Writing Speaking and
C: Learning new ocabulary through exploration of context.	NC: Read critically through studying setting plot and	Speaking and Listening Students are to create a letter or speech in	NC: Using Standard English inclassroom discussion	nc: Speak confidently and	centuries?)Socratic debate)	NC: Improvising, rehearsing and performing play scriptsin order to	generate language and discuss language use and meaning, using role, intonation,	Career Links Historian Actor
· ·	characterisation. INTERLEAVING -	response to their views on war and conflict.	INTERLEAVING _ Creative writing (Y7)	effectively – Socratic debate	Key Concepts Reading Writing	generate language and discuss language use and meaning, using role, intonation,	tone, volume, mood, silence, stillness and action to add impact	Director Speech Write Script Writer
setting plot and characterisation.	INTERLEAVING - Context (Y7) History WW2		Creative writing (Y7)	INTERLEAVING — To Kill a Mockingbird,		Ο ,	action to add impact INTERLEAVING — Drama	



INTERLEAVING -	Reading	Multicultural Poetry		silence, stillness and	History- politics	
History 'Black	Writing	(Yr8)	Career Links	action to add impact.	HT4 Contexts Unit	
Peoples of the	Speaking and		Novelist			Principles of Catho
Americas'	Listening		Historian	INTERLEAVING -		Social Teaching
				Shakespeare (Y7, Y8) History of English		
r			Deinstalen of	(Y8)		The Common Goo
			Principles of Catholic Social	(10)		
	Career Links		Teaching			Solidarity
	Law					
	Poet		The Common Good			Human Dignity
	Novelist					District of December 16
			Solidarity			Rights and Responsib
	Principles of					Participation
	Catholic Social		Human Dignity			raiticipation
	<u>Teaching</u>					Option for the Poor
			Rights and			option for the root
	The Common Good		Responsibilities			
			Doubleinstien			
	Solidarity		Participation			
	Human Dignity					
	Calles facility Bases					
	Option for the Poor					
	Rights and					
	Responsibilities					
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