CURRICULUM MAP Year 9

English



								EOY Assessment P
							HT6: What Makes US Human	HT1 – HT6
						HT5 Shakespeare – The Tempest	Overarching unit intent:	Formal summative assessment.
				HT4: Race and Culture	Assessment Point: Summative or AFL	Overarching unit intent:	NC: Develop an appreciation and	Knowledge from acro year (HT1-6)
			HT3: Dystopian Fiction	Overarching unit intent:	HT3 and HT4 (with elements of HT1 and HT2)	NC: Develop an appreciation and love	love of reading a wide variety of texts and genres.	Key vocabulary from the year (HT1-6)
	HT2: Poetry: Protest	Assessment Point:	Overarching unit			of reading. (Whole		Literature writing
	Across Time	Summative or AFL	intent:	NC: Develop an appreciation and love	Key disciplinary knowledge	text) NC: Reading critically	NC: Reading critically	assessment - extract to HT6 theme. Analys language and linking
NC: HT1: To Kill A Mockingbird	Overarching unit intent:	HT1 & HT2	NC: Write accurately.	of reading.	Writing Assessment	No. Reading chically	NC:	writers' context - How
Overarching unit	<u>intent.</u>	Key disciplinary	fluently, effectively		Write the opening to a	NC: Understanding	Understanding	the writer present the
intent:	NC: Develop an appreciation and love	knowledge	and at length for pleasure and	NC: Reading critically	dystopian story.	increasingly challenging texts.	increasingly challenging texts	character/theme of
NC: Develop an	of reading poetry.	Reading	information.	NC: Understanding	Writing Assessment Write a speech on the	NC: Learning new	and concepts.	Key Concepts
appreciation and love	NO 5 11 11 11	Assessment	NC: Plan. draft. edit	increasingly challenging texts.	significance of cultural	vocabulary through	NC: Learning new	Reading
of reading. (Whole text)	NC: Reading critically	Character analysis of a key character from	and proof-read	onanonging toxto.	diversity in today's	exploration of context	vocabulary	Writing
lext)	NC: Understanding	the novel.	through creative	NC: Learning new	society.	and language in	through	Speaking and Listenir
NC: Reading critically	increasingly		writing (fiction).	vocabulary through		Shakespeare's	exploration of	O annual Color
,	challenging texts and	Writing Assessment	NC: Consolidate and	exploration of cultural amd historical	Speaking and Listening	writing.	context and written and spoken word.	Career Links
NC: Understanding	ideas	Comparisons of presentation of	NC: Consolidate and build on previous	context.	How have attitudes	NC: Read critically	and spoken word	Journalism
increasingly challenging texts.	NC: Learning new	presentation or protest against	knowledge of		towards diversity	through studying	NC: Read critically	Novelist
challenging texts.	vocabulary through	oppression through	grammar and	NC: Read critically	changed over the	setting, plot and	through studying	
NC: Learning new	exploration of	poetry.	vocabulary.	through studying a	centuries? (Socratic	characterisation.	setting plot and	
vocabulary through	historical and cultural		NC: Hoing Standard	range of non-fiction and fiction sources.	debate)	NC: Improvising,	characterisation as well as a range of	Catholic Social Teaching
exploration of context.	context.	Speaking and	NC: Using Standard English in classroom	and fiction sources.		rehearsing and	critical and	Dignity
NC: Read critically	NC: Read critically	Listening Students are to create	discussion	NC: Speak	Key Concepts	performing play	non-fiction texts.	The Common Good
through studying	through studying	a letter or speech in		confidently and		scripts in order to		Creation and Environme
setting plot and	poetic language,	response to their		effectively – Socratic	Reading	generate language	NC: Speak	Peace
characterisation.	devices and form.	views on protest		debate; expressing	Writing	and discuss language use and meaning,	confidently and	Solidarity The Dignity of Work and
		against oppression.		opinions	Speaking and Listening	use and meaning, using role, intonation,	effectively – Socratic debate:	Participation

