

Year 9

Subject: English

Half term	Objectives/ enquiry questions	Content	Skills	Assessment
1	<p>How are different emotions presented within the play?</p> <p>How is the play structured as a whole?</p> <p>How does Shakespeare use language to create different effects?</p> <p>What are different possible ways that the play could be staged?</p>	Romeo and Juliet	<ul style="list-style-type: none"> • Read a play by Shakespeare • Understand the play by making inferences, referring to evidence and considering audience • Read critically, exploring figurative language, vocabulary choices, plot and staging • Write essays and arguments accurately, fluently and effectively • Speak confidently and effectively, when rehearsing and performing plays, considering tone, mood, stillness and action 	<p>Reading assessment: essay exploring a thematic aspect of the text</p> <p>Speaking and listening: performance of a scene</p>
2	<p>What are the key features of the genre?</p> <p>How do writers use language to create effects?</p> <p>How are effective openings structured?</p>	Dystopian Fiction: narrative and descriptive writing	<ul style="list-style-type: none"> • Read a range of texts within a genre • Understand texts by learning new vocabulary, making inferences and referring to evidence • Write story openings accurately, fluently, effectively, using vocabulary, grammar and literary devices, and planning and editing work 	Writing assessment: opening to a piece of dystopian fiction
3	<p>How does the writer convey his themes and ideas?</p> <p>What are the key features of allegorical writing?</p> <p>How does context influence a text?</p> <p>How do we evaluate writers' attitudes and ideas?</p>	Animal Farm	<p>Reading</p> <ul style="list-style-type: none"> • Read a variety of whole books that cover historical periods and different authors • Understand inferences, how to refer to evidence and the importance of context • Respond critically to aspects of plot and characterisation <p>Writing</p>	Reading assessment: discuss who you think is most to blame for the downfall of society on the farm

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

			<ul style="list-style-type: none"> Plan and write well-structured formal expository essays, supporting ideas and arguments with any necessary factual detail <p>Speaking</p> <p>Speak confidently and effectively through informal contexts such as discussion and debates</p> <ul style="list-style-type: none"> 	
4	<p>What are the differences between literary fiction and non-fiction?</p> <p>How do writers make use of figurative language?</p> <p>How do different writers create different effects?</p> <p>How do we write within this style?</p>	Literary non-fiction: Malala	<ul style="list-style-type: none"> Read a wide variety of non-fiction texts from around the world Understand texts in relation to their purpose, audience and context Read critically, exploring grammar, use of figurative language, vocabulary choices, structure and organisational features 	Exam-style reading assessment
5	<p>What are the key skills needed for the exam?</p> <p>How do writers use linguistic and structural features within non-fiction texts?</p> <p>How do we make comparisons between texts?</p> <p>How do we demonstrate a point of view in our writing?</p>	Exam Preparation for Unit 2:	<ul style="list-style-type: none"> Read a range of contemporary non-fiction Understand texts by learning new vocabulary, making inferences, referring to evidence and considering context, audience and purpose Read critically by exploring vocabulary, language choices, grammar and text structure Write imaginative pieces accurately, fluently and effectively by considering vocabulary, grammar and structure 	Unit 2 exam – reading and writing
6 3 weeks	<p>What are some of the features of structure and form that poets employ?</p> <p>How can language be used to reflect themes and ideas?</p>	Poetry: Telling Tales	<ul style="list-style-type: none"> Read a range of poetry from different historical periods Understand poems through learning new vocabulary, making inferences and referring to evidence 	Speaking and Listening: Performance Poetry

HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

4 weeks	What are the key themes and ideas behind the play? How is a sense of mystery created? What role does the context of the text play?	A View from the Bridge	<ul style="list-style-type: none">• Read critically through exploring figurative language, vocabulary and poetic conventions• Speak confidently and fluently in role play, using intonation, tone, volume, mood, silence, stillness and action• Read a modern play• Understand the play by making inferences, referring to evidence and considering audience• Read critically, exploring figurative language, vocabulary choices, plot and staging• Write essays and arguments accurately, fluently and effectively	Reading assessment: formal essay
---------	--	------------------------	--	-------------------------------------