

COLAI Curriculum Map

Subject: English

Year group: Year 9



	TERM 1		TERM 2	TERM 2.5		TERM 3
Unit title & description	Authority and Rebellion – Animal Farm A study of a range of texts that look at the role of the individual in relation to authority.	Authority and Rebellion – War Poetry A study of poetry relating to war with a specific focus on WW1	Outsiders – The Merchant of Venice A study of Shakespeare looking at how characters are portrayed as outsiders and how this conflict is resolved	Outsiders – Protest and Rebellion Non-Fiction A study of non-fiction texts from era’s of conflict and times of struggle	A Christmas Carol A study of A Christmas Carol by Charles Dickens	English Language Paper 1 skills A study of 19 th century texts. This unit specifically looks at 19 th century context and the link into early 20 th century literature
Sequencing - Why is this taught and now?	<ul style="list-style-type: none">• This builds on the Year 8 introduction of ideas of marginalisation and societal conflict• It focuses on looking at conflict which is linked to the GCSE programme of study, thus introducing relevant contextual knowledge• Focus on allegory linked to work on allegorical tales in Year 7• Introduces Bias and allegorical representations• Consolidating mastery strands p1-4 and extending to mastery strands 4-6	<ul style="list-style-type: none">• This builds on the two poetry units studied this far and specifically introduces context that will be relevant to the study of conflict poetry at GCSE• A focus on contextual linking, making students ready for AO3 at GCSE• An introduction of evaluation by looking at stanzas• Consolidating mastery strands p1-4 and extending to mastery strands 4-6	<ul style="list-style-type: none">• This unit builds on the idea of marginalisation introduced in Year 8• It also develops the comparison between Shakespeare and modern texts introduced in Year 8 with two GCSE calibre texts• Develops understandings of stagecraft introduced in Year 8• More work on the importance of context to literatureConsolidating mastery strands p1-4 and extending to mastery strands 4-6	<ul style="list-style-type: none">• This unit builds on the idea of representation and the acquisition of voice and agency already looked at in Years 7 & 8• A focus on contextual linking across texts from many different contexts• The non-fiction unit for the year, building on non-fiction studied in Years 7 & 8• Consolidating mastery strands p1-4 and extending to mastery strands 4-6	<ul style="list-style-type: none">• This unit builds on the study of pre-20th century literature which students have experienced through poetry and other non-modern texts• A focus on extract analysis and whole text responses – linking to GCSE• Consolidating mastery strands p1-4 and extending to mastery strands 4-6	<ul style="list-style-type: none">• This unit builds on the introduction of language and literature across the ages begun in Year 7 and follows the unit on Dickens• We will be looking at a number of extracts from 19th C literature, building in the GCSE focus on extracts from texts• A heavy focus on context will build the foundations for the study of 19th C literature at GCSE• Consolidating mastery strands p1-4 and extending to mastery strands 4-6
Knowledge and skills	<ul style="list-style-type: none">• Dystopian Literature and extracts from this genre• Animal farm as the main text• Reading to contextualise the novel• Inferences to develop character analysis• Assimilating conventions of Dystopian writing and applying to their own writing• Identification and Retrieval 4-6• Inference & deduction 4-6• Context 4-6	<ul style="list-style-type: none">• War poetry• Contextual information around periods of conflict• Identification and Retrieval 4-6• Inference & deduction 4-6• Context 4-6• Language, form and structure 4-6• Analysis of poetic / literary devices to include language / form / structure• Oracy – presentation / debate week on an issue raised by the texts	<ul style="list-style-type: none">• Reading the Merchant of Venice• Analysing a range of themes in the text• Analysing the characters and their representations of society of the time• Identification and Retrieval 4-6• Inference & deduction 4-6• Context 4-6• Language, form and structure 4-6• An analysis of characters and themes.	<ul style="list-style-type: none">• Reading non-fiction texts relating to protest and rebellion from historic and current conflicts• Analysing rhetorical devices and conventions applied to reporting and non-fiction• Linking texts to contexts and looking at issues of bias• Identification and Retrieval 4-6• Inference & deduction 4-6• Context 4-6	<ul style="list-style-type: none">• Reading a Christmas Carol• Analysing character and theme• Analysing language, form and structure• Extract analysis• Whole text responses• Focus on plot – character – quote – extended writing• Specific focus on introducing GCSE AO assessment• Context linking	<ul style="list-style-type: none">• Reading a number of extracts to include Wilkie Collins, Dickens, Eliot, Alcott etc• Contextual work from across the century and into early 20th C• Analysing a range of themes in the text• Analysing the characters and their representations of society of the time• English Language assessment skills: Identification and retrieval, analysis, evaluation

	<ul style="list-style-type: none"> • Language, form and structure 4-6 • An analysis of setting, plot, characters and themes. • Comparison across texts • Creative and transactional writing • Heavy focus on contextual information and allegory linked to work on allegorical tales in Year 7 • Creative writing skills include extended writing, structure, conventions, key tropes 		<ul style="list-style-type: none"> • Comparison across texts • Analysis of poetic / literary devices • Creative writing • Writing from a range of stimuli • Stylistic Vocabulary and punctuation • Oracy – debate week on a moral issue raised by the texts 	<ul style="list-style-type: none"> • Language, form and structure 4-6 • Oracy – debate week on a moral issue raised by the texts 	<ul style="list-style-type: none"> • Creative and transactional writing 	<ul style="list-style-type: none"> • An analysis of setting, plot, characters and theme. • Comparison across texts • Analysis of poetic / literary devices • Creative and transactional writing
Retrieval practice inc revisited prior knowledge and skills	<ul style="list-style-type: none"> • Students have already studied texts to do with marginalisation • Supporting inferences with evidence KS2 • Analysing use of language both literal and figurative KS2 • Articulate arguments and opinions KS2 <p>Write using the appropriate register, style and with grammatical consistency KS2</p>	<ul style="list-style-type: none"> • Students have studied issue and theme based poetry already. • Students have linked context to quotes and texts • Students can already compare texts • Analysing use of language both literal and figurative KS2 	<ul style="list-style-type: none"> • Knowledge of Shakespeare from Year 7 / 8 & KS2 • Supporting inferences with evidence KS2 • Analysing use of language rhetorical, literal and figurative KS2 • Articulate arguments and opinions KS2 <p>Write using the appropriate register, style and with grammatical consistency KS2</p>	<ul style="list-style-type: none"> • Students have an understanding of rhetorical and non-fiction devices from their study of non-fiction in Year 7 & 8 • Articulate arguments and opinions KS2 <p>Write using the appropriate register, style and with grammatical consistency KS2</p>	<ul style="list-style-type: none"> • Students have worked with archaic language in texts studied in Year 7 & 8 • Supporting inferences with evidence KS2 • Analysing use of language both literal and figurative KS2 	<ul style="list-style-type: none"> • Students will focus on 19th C literature as introduced in the previous unit. • The knowledge and skills for GCSE will be linked to KS3 mastery skills • Supporting inferences with evidence KS2 • Analysing use of language both literal and figurative KS2 • Write using the appropriate register, style and with grammatical consistency KS2
Literacy including extended writing	<ul style="list-style-type: none"> • Reading Dystopian literature • Reading Animal Farm • Writing own dystopian fiction • Key Vocabulary from texts • Tier 1 & 2 spelling and vocabulary tested weekly • Whole text reading • Extending analytical, imaginative and transactional writing • Weekly grammar lessons to support core knowledge 	<ul style="list-style-type: none"> • Reading Dulce and Who's for the Game plus other related poems • Writing their own poetry • Key Vocabulary from texts • Tier 1 & 2 spelling and vocabulary tested weekly • Whole text reading • Extending analytical, imaginative and transactional writing • Weekly grammar lessons to support core knowledge 	<ul style="list-style-type: none"> • Reading Merchant of Venice • Reading The Crucible • Decoding different forms of English • Key Vocabulary from texts • Tier 1 & 2 spelling and vocabulary tested weekly • Whole text reading • Extending analytical, imaginative and transactional writing 	<ul style="list-style-type: none"> • Reading non-fiction texts from across a range of periods and contexts • Key Vocabulary from texts • Tier 1 & 2 spelling and vocabulary tested weekly • Whole text reading • Extending analytical, imaginative and transactional writing 	<ul style="list-style-type: none"> • Reading A Christmas Carol • Archaic language and decoding non-standard syntax • Key Vocabulary from texts • Tier 1 & 2 spelling and vocabulary tested weekly • Whole text reading • Extending analytical, imaginative and transactional writing 	<ul style="list-style-type: none"> • Reading a number of extracts to include Wilkie Collins, Dickens, Eliot, Alcott etc • Decoding different forms of English • Key Vocabulary from texts • Tier 1 & 2 spelling and vocabulary tested weekly • Whole text reading
Numeracy	<ul style="list-style-type: none"> • Timelines • Frequency patterns. • Comparison skills 	<ul style="list-style-type: none"> • Counting lines and syllables for meter and stanza length • Patterns of device use 	<ul style="list-style-type: none"> • Stage directions • Spatial awareness • Venn Diagrams • Timelines 	<ul style="list-style-type: none"> • Timelines • Venn diagrams • Frequency patterns. • Comparison skills 	<ul style="list-style-type: none"> • Frequency patterns. • Venn diagrams 	<ul style="list-style-type: none"> • Timelines • Venn diagrams • Frequency patterns. • Comparison skills

Personalised challenge for all: SEND, HPA	<ul style="list-style-type: none"> Vocabulary banks and differentiated texts Dual – coded activities and resources Speed reading TA support for students Mastery strands 5 & 6 as part of challenge tasks Differentiated vocabulary / spelling tests 	<ul style="list-style-type: none"> Vocabulary banks and differentiated texts Dual – coded activities and resources Summary tasks TA support for students Mastery strands 5-6 as part of challenge tasks Differentiated vocabulary / spelling tests 	<ul style="list-style-type: none"> Vocabulary banks and differentiated texts Dual – coded activities and resources Summary tasks TA support for students Mastery strands 5-6 as part of challenge tasks Differentiated vocabulary / spelling tests 	<ul style="list-style-type: none"> Vocabulary banks and differentiated texts Dual – coded activities and resources Summary tasks TA support for students Mastery strands 5-6 as part of challenge tasks Differentiated vocabulary / spelling tests 	<ul style="list-style-type: none"> Vocabulary banks and differentiated texts Dual – coded activities and resources Summary tasks TA support for students Mastery strands 5-6 as part of challenge tasks Differentiated vocabulary / spelling tests 	<ul style="list-style-type: none"> Vocabulary banks and differentiated texts Dual-coded activities and resources TA support for students Mastery strands 5-6 as part of challenge tasks Differentiated vocabulary / spelling tests
Enrichment and Cultural Learning	<ul style="list-style-type: none"> Exposure to another culture and time period through non-fiction texts Exposure to literature early 20th century Debate on difference and ‘othering’ Focus on friendships and values 	<ul style="list-style-type: none"> Exposure to differing views on war and conflict Looking at propaganda and bias Focus on the effects of conflict and WW1 	<ul style="list-style-type: none"> Issues surrounding morality / racism / class / sexism and discrimination 	<ul style="list-style-type: none"> Lots of work around the political context of non-fiction texts Discussion of morality and students personal stances on topics and issues 	<ul style="list-style-type: none"> Looking at the 19th century context for the novel Ideas around class discrimination, family and morality 	<ul style="list-style-type: none"> Exposure to Shakespearean literature Debate and ideas on families / love / loyalty / society / rules / morality Focus on relationships
British values and SMSC	<ul style="list-style-type: none"> Rule of law – learning about totalitarian states Democracy – dissenting voices Mutual respect – forming opinions on texts 	<ul style="list-style-type: none"> Rule of law – learning about war and the human consequences Democracy – dissenting voices Mutual respect – forming opinions on texts 	<ul style="list-style-type: none"> Rule of law – learning about discrimination Democracy – dissenting voices Mutual respect – forming opinions on texts 	<ul style="list-style-type: none"> Rule of law – learning about the reasons conflict arises Democracy – dissenting voices 	<ul style="list-style-type: none"> Respect for others. A cohesive society based on shared values 	<ul style="list-style-type: none"> Respect for others. A cohesive society based on shared values
Personal Development	<ul style="list-style-type: none"> Independence – texts all focus on independent voices Building resilience through extended writing Building confidence, both verbally and in independent writing 	<ul style="list-style-type: none"> Building resilience in expressing opinions / debate Taking moral messages from the texts 	<ul style="list-style-type: none"> Building resilience in expressing opinions / debate Extended reading and writing 	<ul style="list-style-type: none"> Building resilience in expressing opinions / debate 	<ul style="list-style-type: none"> Taking universal moral messages from the texts Extended reading and writing with large texts 	<ul style="list-style-type: none"> Taking universal moral messages from the texts Extended reading and writing with large texts
Careers	<ul style="list-style-type: none"> Politician, public speaker, public servant Writer Journalist 	<ul style="list-style-type: none"> Poet Journalist Soldier Politician 	<ul style="list-style-type: none"> Acting; writing for the stage; costume design; set design; directing and producing. Politician, public speaker, public servant 	<ul style="list-style-type: none"> Journalist Politician Activist 	<ul style="list-style-type: none"> Business owner Politician 	<ul style="list-style-type: none"> Acting; writing for the stage; costume design; set design; directing and producing Reporter, politician, writer
Assessment opportunities	<ul style="list-style-type: none"> Reading – analysis of a section of text & evaluation exercise Creative and descriptive writing / transactional forms 	<ul style="list-style-type: none"> AP1 – reading assessment based on an extract from a text studied AP1 – creative writing based on dystopian literature 	<ul style="list-style-type: none"> Reading – analysing Shakespearean text Writing – empathetic from the point of view of a character 	<ul style="list-style-type: none"> AP2 – Reading assessment linked to core skills and texts studied AP2 – Writing assessment to test core knowledge and extended writing skills 	<ul style="list-style-type: none"> Reading – analysis of an extract working to GCSE AO’s 	<ul style="list-style-type: none"> AP3 – Language paper based on a 19th C extract AP3 – imaginative writing based on the over-arching theme Both working to GCSE AO’s

--	--	--	--	--	--	--