


English Department – Year 9

 <p>Shirley High Curriculum Map</p>	<p><i>Students in Year 9 will develop their understanding of contemporary literature, consolidating their knowledge of Shakespeare, as well as experiencing the world of speaking and debating. In Year 9 we deliver a programme of study based on the theme of Choices and Consequences. Our contemporary and Shakespeare texts provide wonderful opportunities for linking across texts, times and ideas. This idea will be further explored through the study of speeches and shorter topics in the Art of Rhetoric. The Year 9 curriculum is designed to develop and consolidate knowledge and skills learnt in Year 8 and provide a secure foundation of reading and writing and speaking experiences to enable them to progress successfully into Year 10.</i></p>			
	Autumn 1&2	Spring 1&2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	<p>Contemporary Novel <i>Boys Don't Cry</i></p> <p>How small choices have far reaching consequences & how we manage our lives as a result of poor choices</p>	<p><i>The Art of Rhetoric</i></p> <p>Short texts: Written & oral from diverse speakers and writers</p> <p>How words equal action and prompt choices & change</p>	<p>Shakespeare <i>Romeo & Juliet</i></p> <p>How poor choices can have fatal, far reaching consequences: how do we make the right choices?</p>	<p>Shakespeare <i>Romeo & Juliet</i></p> <p>How poor choices can have fatal, far reaching consequences: how do we make the right choices?</p>
Why Now?	<p>Students build on their experiences of reading contemporary British novels in year 7 and year 8. <i>Boys Don't Cry</i> connects to their own experiences about Choices and Consequences. Students will explore the themes of family, gender expectations, homo-phobia, relationships and love; all the while considering their own modern context. They will explore how choices and consequences can have far reaching effects and that we need to be able to deal with those consequences. They will examine how the novel subverts our expectations about gender and society and how important family and acceptance is building on ideas explored in year 7 and 8.</p>	<p>Students will be given the opportunity to focus on short texts, with a specific focus on speeches, turning a very clear spot-light on how the written word translates to the powerful spoken word. Previous experience of drama, Shakespeare and poetry in years 7 & 8, as well as discussion of important issues in other texts leads to this focus, where students build on knowledge about how certain texts are rendered more powerful through performance and that passionate issues need a strong voice. This unit looks at important speeches from different time periods, different cultures, and with vastly different purposes. The unit builds on ideas about choices and consequences, that some of the most famous speeches led to significant consequences and social change.</p>	<p>Students will build on their prior knowledge of Shakespeare from years 7 & 8 by considering how ideas about choices and consequences are explored and conveyed on the stage to further explore this theme. Students will consider the impact of family and friends on decision making and how love can blind us and lead us into fatal consequences. Students will be able to link to ideas explored in <i>Boys Don't Cry</i>, seeing that young people across time face similar challenges in making the right choices and, once again be able to link to their own experiences. Students will develop their ideas about the impact of stagecraft on how ideas and characters are presented. The play will present them with the dramatic consequences of poor choices.</p>	<p>Students will build on their prior knowledge of Shakespeare from years 7 & 8 by considering how ideas about choices and consequences are explored and conveyed on the stage to further explore this theme. Students will consider the impact of family and friends on decision making and how love can blind us and lead us into fatal consequences. Students will be able to link to ideas explored in <i>Boys Don't Cry</i>, seeing that young people across time face similar challenges in making the right choices and, once again be able to link to their own experiences. Students will develop their ideas about the impact of stagecraft on how ideas and characters are presented. The play will present them with the dramatic consequences of poor choices.</p>
Fundamental Concepts	<ul style="list-style-type: none"> • Stereo-typing • Homo-phobia • Gender expectations • Masculinity • Making choices • Consequences 	<ul style="list-style-type: none"> • Oracy • Power of language – the spoken word • That memorable speeches are a product of their times • Importance of content: having something meaningful to say • That powerful speeches can lead to consequences and social change 	<ul style="list-style-type: none"> • Stage craft • Dramatization • Characterisation • Making choices • Consequences • Tragedy • 	<ul style="list-style-type: none"> • Stage craft • Dramatization • Characterisation • Making choices • Consequences • Intertextuality •
Students will...	<ul style="list-style-type: none"> • Develop their knowledge about the impact of social, cultural and political contexts of the 21st century and how this has influenced key themes and ideas explored within the novel. • Develop their knowledge and understanding of the impact of first person and dual narrative on readers. Why not third person? • Develop their understanding of Malorie Blackman's style and purpose from having studied <i>Noughts and Crosses</i> in year 8: considering how relevant her novels are to young British people. • Develop their critical analysis of setting, plot and characterisation and how these impact on the reader. • Advance their knowledge of how writers use figurative language, words and phrases within a text to affect and manipulate the reader's response. • Explore how ideas/themes of choices and consequences are developed in the novel • Explore how Blackman presents a modern family dealing with a crisis; how she subverts gender roles in her novel • Consider how the themes link to their own lives • Critically analyse how representations of 'other' people has changed over time: especially in the presentation of homosexuality. • Continue to use their knowledge to develop and discuss their ideas and opinions in relation to key characters, events and contexts • Students will develop their writing skills by demonstrating the ability to present their own attitudes and perspectives in a critical analysis of writer's craft. • Continue to develop their writing skills, now being able to write imaginatively and critically, understanding the correct structure of an essay and the paragraphs within it. • Students will be working towards mastery of the terms learnt during the previous year and term. • Be given the opportunity to present their ideas and personal responses as part of whole class discussions, building on the ideas of others 	<ul style="list-style-type: none"> • Read, listen to and watch a diverse range of speeches across time, gender, ethnicity • Identify key features of powerful and effective speeches, such as: word choice, gestures, pause, volume, relevance of topic, how to engage an audience and keep their attention • Understand the importance and power of the spoken word • Understand the social and historical context of key speeches: Martin Luther King, JFK, Malalia, Greta Thunberg, etc • Understand that significant orators are a product of their time and circumstances • Understand that important speeches actually have something significant to say that 'speaks' to people and can lead to significant social change • Explore the social and historical background of key orators • Understand the significance of rhetoric and oration across time: from the ancient Greeks to modern times – eg Ted Talks • Read speeches and understand how the written word translates into effective and powerful speeches • Understand the importance of passion and the message in making an effective speech • Write an effective and powerful speech, understanding the importance of practice, feedback and timing • Understanding that an effective speech needs crafting and content: to wit: you must have something worthwhile to say. • Build on previous experience of discussion, dramatic roles to present individual speeches 	<ul style="list-style-type: none"> • Retrieve and recall prior learning about Shakespeare, his work and theatre and why he remains relevant and part of the literary canon today. • Develop their knowledge of how playwrights use language, devices and stage-craft to present ideas, characters and themes. • Study the tragedy genre and relevant poetry to further explore the theme of choices and consequences and the emergence of the adolescent voice. • Continue to develop and advance their exploration and analysis of Shakespeare's language and stage-craft and how these shape the audience's perception of the characters. • Consider the impact of contemporary ideas about society when exploring the notions of choices – especially romantic choices. • Be given the opportunity to create, recreate or perform scenes from the plays with emphasis on how character can be physically presented in varied ways. • Encounter a range of different views and theories about Shakespeare and his characters in the play including those from other cultures. • Appreciate the value of planning, editing, redrafting their extended responses, as well as understanding the value of peer assessment. • Explore how key ideas and themes of love, loss and choices are presented in other texts, principally poetry, such as "Anne Hathaway", "Salome", "The Laboratory", "Havisham", "About His Person" and Shakespeare's own sonnets and make comparisons across texts. • Students will be working towards mastery of the terms learnt during the previous year and term. • Be given the opportunity to present their ideas and personal responses as part of whole class discussions, building on the ideas of others • Be given the opportunity to read a role or take on a character as the class reads the play 	<ul style="list-style-type: none"> • Develop their knowledge of how playwrights use language, devices and stage-craft to present ideas, characters and themes. • Study the tragedy genre and poetry to further explore the theme of choices and consequences and the emergence of the adolescent voice. • Continue to develop and advance their exploration and analysis of Shakespeare's language and stage-craft and how these shape the audience's perception of the characters. • Consider the impact of contemporary ideas about society when exploring the notions of choices – especially romantic choices. • Make explicit links to previous texts – BDC especially in terms of themes and idea and previous Shakespearean plays in terms of stage craft & structure & language. • Be given the opportunity to create, recreate or perform scenes from the plays with emphasis on how character can be physically presented in varied ways. • Advance their knowledge of the recurring dilemmas explored in Shakespeare's plays and consider how these are relevant to our current political and social climate in the 21st century. • Be confident in their understanding of what defines a Shakespearean tragedy and how it differs to a comedy (studied in year 7 & 8) • Encounter a range of different views and theories about Shakespeare and his characters in the play including those from other cultures. • Appreciate the value of planning, editing, redrafting their extended responses, as well as understanding the value of peer assessment. • Be given the opportunity to present their ideas and personal responses as part of whole class discussions, building on the ideas of others • Be able to write a critical essay reflecting on the thematic ideas and connections explored across the year.

	<ul style="list-style-type: none"> Be able to write imaginatively in response to a key moment in the novel 			
Language for Life (Key terms/Vocabulary)	A Glossary of key terms will be provided for each unit. These will be signposted in lessons.	A Glossary of key terms will be provided for each unit. These will be signposted in lessons.	A Glossary of key terms will be provided for each unit. These will be signposted in lessons.	A Glossary of key terms will be provided for each unit. These will be signposted in lessons.
Extended writing Opportunities	<p>Creative: Choose one of the minor characters & write about a key moment in the novel from their POV</p> <p>Reading: How has Blackman structured the novel to engage you and make you think? Consider key episodes in the novel.</p>	<p>Creative: write a comparative review of 2 of the speeches. Consider & evaluate their impact on you and wider effect on others.</p> <p>Creative/S&L: Write own speech & present to class</p>	<p>Creative: choose any of the young characters and write a letter as them to an Agony Aunt, explaining your problems and asking for help</p>	<p>End of year task: From your reading this year consider what you have learned that is significant to you about Choices and Consequences.</p> <p>*Explore what you understand about choices & consequences and why it's important. *Evaluate how the writer(s) has explored choices & consequences *Refer to at least two of your texts</p>
Maths Across the Curriculum	<ul style="list-style-type: none"> Timelines- concept of time Drawing tables Making predictions using evidence 	<ul style="list-style-type: none"> Timelines- concept of time Making predictions using evidence Sequencing 	<ul style="list-style-type: none"> Timelines- concept of time Making predictions using evidence Sequencing 	<ul style="list-style-type: none"> Timelines- concept of time Making predictions using evidence Sequencing
Links to careers/aspirations	Author, historian, educator, philologist, actor/actress, director, costume and stage designer, theatre manager, choreographer, cinematographer, archivist, exhibit designer	Author, historian, researcher, educator, librarian, film-maker, writer	Author, historian, researcher, educator, librarian, film-maker, writer	Author, historian, researcher, educator, librarian, film-maker, writer, social worker, lawyer, journalist
Cultural Capital	Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, cultures and religions have helped shaped the literary canon it is today. Students will be encouraged to link their prior learning about the impact and influence of Shakespeare in contemporary literature, art and the media. Students will also learn about the evolution of characters and how this development influences modern day interpretations on stage, media and on film.	Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, cultures and religions have helped shaped the literary canon it is today. Students will be encouraged to link their prior learning about the impact and influence of social, cultural and political contexts in contemporary literature, art and the media. Students will also learn about the evolution of characters and how this development influences modern day literature. Students will be given the opportunity to understand contemporary social contexts.	Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, cultures and religions have helped shaped the literary canon it is today. Students will be encouraged to link their prior learning about the impact and influence of Shakespeare in contemporary literature, art and the media. Students will also learn about the evolution of characters and how this development influences modern day interpretations on stage, media and on film.	Students will be encouraged to relate the knowledge and ideas learnt in this unit to their contemporary society about how language, cultures and religions have helped shaped the literary canon it is today. Students will be encouraged to link their prior learning about the impact and influence of social, cultural and political contexts in contemporary literature, art and the media. Students will also learn about the evolution of characters and how this development influences modern day literature. Students will be given the opportunity to understand contemporary social contexts in influencing gang and the impact of this on the lives of today's youth.
Practical Application of Skills	<ul style="list-style-type: none"> Written and oral communication skills to help devise, construct and defend an opinion Ability to use language and ambitious vocabulary in order to explore own perceptions and ideas Analyse a writer's language in order to understand the writer's intended effect on the reader To be able write with confidence and clarity for both creative and expository means Cross-curricular: awareness of how historical and social contexts influence ideas in modern society 	<ul style="list-style-type: none"> Written and oral communication skills to help devise, construct and defend an opinion Ability to use language and ambitious vocabulary in order to explore own perceptions and ideas Analyse a writer's language in order to understand the writer's intended effect on the reader Able to create/perform/present in front of others with confidence To be able write with confidence and clarity for both creative and expository means Cross-curricular: awareness of how historical and social contexts influence ideas in modern society 	<ul style="list-style-type: none"> Written and oral communication skills to help devise, construct and defend an opinion Ability to use language and ambitious vocabulary in order to explore own perceptions and ideas Analyse a writer's language in order to understand the writer's intended effect on the reader Able to create/perform/present in front of others with confidence To be able write with confidence and clarity for both creative and expository means Cross-curricular: awareness of how historical and social contexts influence ideas in modern society 	<ul style="list-style-type: none"> Written and oral communication skills to help devise, construct and defend an opinion Ability to use language and ambitious vocabulary in order to explore own perceptions and ideas Analyse a writer's language in order to understand the writer's intended effect on the reader Able to create/perform/present in front of others with confidence To be able write with confidence and clarity for both creative and expository means Cross-curricular: awareness of how historical and social contexts influence ideas in modern society