

English Department – Year 9

| | | | |
|---|--|--|---|
|  <p>Shirley High Curriculum Map</p> | <p><i>Students in Year 9 will develop their understanding of both contemporary and classical literature. They will study a recent novel, Boys Don't Cry by Malorie Blackman in the Autumn term, then have opportunities to consolidate their knowledge of Shakespeare's craft in the close study of Romeo and Juliet in the Spring term and then explore the ambitious and challenging themes of leadership and survival in William Golding's Lord of the Flies in the final stretch of Year 9 during the Summer term. The thematic units in Year 9 are underpinned by the rigorous, challenging and ambitious approach we have to teaching the high quality components of language and a broad, exciting range of literature – both classical and contemporary. As the final year of KS3, as a department, we ensure that our curriculum offers scope to develop and hone expertise in both reading and writing as well as developing a sound critical appreciation of the literature we read.</i></p> | | |
| | Autumn Term | Spring Term | Summer Term |
| | Theme/Topic/Skill: Choices and Consequences Contemporary Novel <i>Boys Don't Cry by Malorie Blackman</i> How small choices have far reaching consequences & how we manage our lives as a result of poor choices | Theme/Topic/Skill: In a world of love and hate Shakespeare <i>Romeo & Juliet by William Shakespeare</i> How poor choices can have fatal, far reaching consequences: how do we make the right choices? | Theme/Topic/Skill: Violence in an innocent world? Classical Literature <i>Lord of the Flies by William Golding</i> How innocence can be impacted by experience? How do we try to make sense and order what seems to be chaos? How can we explore what it means to be human? |
| <p>Why Now?</p> <p>Students build on their experiences of reading contemporary British novels in Year 7 when students studied <i>Face</i> by Benjamin Zephaniah and <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon. <i>Boys Don't Cry</i> by Malorie Blackman connects to students' own experiences about Choices and Consequences. Students will explore the themes of family, gender expectations, homophobia, relationships and love; all the while considering their own modern context. Students will explore how young people in 2024 have been impacted by recent world, national and local events in nonfiction and poetry and time is then devoted to exploring how these events have contributed towards shaping the way that young people make sense of the wider world. Students 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 build on their prior knowledge of Shakespeare from Years 7 (in the study and close critical appreciation of <i>The Tempest</i>) & 8 (in the study and close critical appreciation of <i>Twelfth Night</i>) by considering how ideas about choices and consequences are explored and conveyed on the stage to further explore this theme.</p> <p>Students will consider the impact of family and friends on decision making and how love can blind us and lead us into fatal, at times far-reaching 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. We will also be exploring the relationships between parents and children in the play whilst interleaving back to previous understanding from the Autumn term. 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 difficult choices.</p> | <p>As Year 9 comes towards its final term, students will consolidate the strong foundation that they have been building upon and developing this year in the earlier thematic units this year: <i>In a World of Love and Hate: Shakespeare's Romeo and Juliet</i> and <i>Choices and Consequences: Malorie Blackman's Boys Don't Cry</i>. In this term, students will read a challenging literary text alongside nonfiction and poetry which will consolidate a good foundation of analytical skills and writing for audience and purpose so that they are ready for the rigours and challenges of GCSE in Year 10. As the text itself is extensive, there will be a range of homework set where students will be required to read ahead. Students will learn about themes (and <i>how they develop across a text</i>), character (how they are created and how they function within the whole text) and setting (how a setting lends itself to explore thematic ideas, for example the desert island, away from adults, rules and regulations). Good knowledge and critical appreciation of these three key concepts will mean that our Year 9 students will be in a good position starting Year 10 in the autumn term).</p> | |
| <p>Fundamental Concepts</p> <ul style="list-style-type: none"> Challenging stereotypes Subverting conventions Homophobia Gender expectations Masculinity Dual narrative | <ul style="list-style-type: none"> Stage craft Dramatization Characterisation Tragedy Dramatic irony Interpretation | <ul style="list-style-type: none"> Symbolism / Imagery Character Foil Motif Authorial intention Wider contexts | |
| <p>Students will...</p> <ul style="list-style-type: none"> Develop 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 knowledge and understanding of the impact of first person and dual narrative on readers. Why not third person? Develop critical analysis and appreciation of setting, plot and characterisation and how these impact on the reader. Advance 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 Develop understanding and critical appreciation of how writers craft and create their characters as well as how they function within the texts | <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. Critically appreciate how tragedy is used as a literary genre and explore the tropes that comprise it Develop an extended essay response evaluating Shakespeare's use of language and stage-craft. 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. Appreciate the value of planning, editing, redrafting their extended responses, as well as understanding the value of peer assessment. Students will be working towards mastery of the terms learnt during the previous year and term. | <ul style="list-style-type: none"> Meaningfully relate <i>Lord of the Flies</i> to surrounding wider themes, such as violence and youth culture as well as leadership. Understand how the writer's use of language creates tone. Compare different writers' viewpoints in nonfiction texts. Deduce and infer writer's meaning. Appreciate how a writer creates character effective. Practise and develop writing extended essays, starting with a thesis statement and three strands of a main argument. Develop an understanding of character function and character foils. Be able to summarise the key points and events in a text. Explore how punctuation, sentence structure and dialogue are used for effect. Understand and appreciate how a writer uses contrast effectively. Appreciate how themes are developed through character, plot and setting. Be able to offer an extended essay which includes a personal response to the novel. Make explicit links within the text itself, other literary texts across tie and wider contexts. | |
| <p>Language for Life (Key terms/Vocabulary)</p> | <p>A Glossary of key terms will be provided for each unit. These will be signposted in lessons.</p> | <p>A Glossary of key terms will be provided for each unit. These will be signposted in lessons.</p> | <p>A Glossary of key terms will be provided for each unit. These will be signposted in lessons.</p> |
| <p>Extended writing Opportunities</p> | <p>Creative: Write a letter from the perspective of a young person about the challenges that young people have to face in society.</p> <p>Reading: How has Blackman presented the key themes in the novel through character development and dual narrative?</p> | <p>Creative: Write an imaginative opening of a short story about a character who feels misunderstood.</p> <p>Creative/S&L: Write own speech on who is to blame for the final tragedy in the play? In what ways do the parents disappoint the young people of the play? Is this true now in our society today?</p> | <p>Creative: Write a podcast for the school website explaining own views on youth violence and youth culture.</p> <p>Writing: Taking part in the writing competition organised by <i>Young Writers</i>. Winning entries are published by <i>Young Writers</i>.</p> |
| <p>Maths Across the Curriculum</p> | <ul style="list-style-type: none"> Timelines- concept of time Drawing tables Venn diagrams for comparison and nuances Making predictions using evidence | <ul style="list-style-type: none"> Timelines- concept of time Making predictions using evidence Plotting character development over time and tracing key themes Sequencing activities | <ul style="list-style-type: none"> Timelines- concept of time Making predictions using evidence Sequencing Plotting character development over time and tracing key themes |
| <p>Links to careers/aspirations</p> | 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 |
| <p>Cultural Capital</p> | 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 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 consider how the themes within the novel are universal and still can relate to the ideas of belonging to a group, having purpose and exploring where individual responsibility becomes a shared responsibility. Students will also learn about the <i>real</i> Lord of the Flies and consider why this story has received so little coverage compared to Golding's novel itself. |
| <p>Practical Application of Skills</p> | <ul style="list-style-type: none"> Written and oral communication skills to help devise, construct and defend an opinion Ability to use ambitious vocabulary to express own perceptions and ideas | <ul style="list-style-type: none"> Development of skills when analysing writer's language and the intended effects Developing skills to create/perform/present in front of an audience with flair and confidence | <ul style="list-style-type: none"> Write an extended essay, formulating a thesis statement three strands of argument. Analyse a writer's language in order to understand the writer's intended effect on the reader |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none">• Analyse a writer's choice of language and the intended effects implied• Write with confidence and clarity for both creative and expository means• Develop a critical appreciation of how historical and social contexts influence ideas in modern society | <ul style="list-style-type: none">• Write with confidence and clarity for both creative and expository means• Develop a critical appreciation of how historical and social contexts influence ideas in modern society | <ul style="list-style-type: none">• Become adept when creating/performing/presenting in front of an audience• Write with confidence and clarity for both creative and expository means• Develop a critical appreciation of how historical and social contexts influence ideas in modern society |
|--|---|--|---|