

Roundwood Park School Curriculum Map – English Year 9

Students in English will be confident when communicating their voice: their expressive voice in creative writing; their academic and critical voice in response to their wide and diverse reading; their spoken voice when communicating with others.

Year Group 9	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Novel Study: My Name is Leon	Travel Writing	Romeo and Juliet	Romeo & Juliet	Powerful Voices	Unseen Poetry
Key Knowledge or Enquiry Question	Can students express their ideas about diverse texts and cover a range of social issues respectfully and in detail?	Can students engage with a range of nonfiction travel writing? Can students use these devices in their work in a sophisticated way?	Can students consider the themes in Shakespearean tragedy and how Shakespeare explored contextual social issues? Can students consider the themes in Shakespearean tragedy and how Shakespeare explored contextual social issues?		Can students read a range of extracts from a diverse range of writers independently? Can students write in powerful ways?	Can students explore complex poems that explore different ideas by GCSE level writers?
Concepts	Students learn how to sustain an analytical approach across an essay and to present their own interpretations of characters with a sophisticated academic voice. Students explore how language and structure are important in the presentation of character, setting and theme. Students consider different interpretations and social views surrounding a text.	Students learn to write with subtlety and a convincing voice in a light-hearted nonfiction style. Students view a range of high-quality examples of travel writing, analysing how writers convey mood, tone and narrative voice. Students learn how to use irony to create humour. Students develop proof reading and review skills. Students take risks to write creative, interesting but accurate travel pieces that have an impact on the reader.	Students plan and write cogent essays which evaluate a viewpoint and offer different interpretations, using a mature, academic voice. Students engage in reading a full Shakespearean play. Students learn about the contextual factors of the text in greater detail using theory to interpret the text in different ways. Students analyse language and linguistic devices in technical ways and how Shakespeare uses structure to convey concepts. Students consider how characters' actions can be interpreted and received differently over time.		Students can read and respond to texts and extracts and identify the methods used to create powerful, diverse voices and empathy for characters. Students can identify a range of prose methods used by writers to create powerful voices, settings and characters and analyse the effects. Students are able to write convincing narratives with powerful voices and use language in impactful ways to create empathy and to control their readers' response with deliberate crafted choices.	Students analyse a range of poems. Students utilise skills learnt in previous years to explore more complex and detailed poems. Students are able to compare the ways in which poets use methods. Students consider the messages conveyed by GCSE level writers. Students analyse how meaning is created through linguistic/structural choices.
Oracy	Debates including: My Name is Leon is a story about loss.	Speech: 'Holidays don't need to be far away or expensive. They just need to give people a break from everyday life and a chance to relax.'	Whole class inquiry - court room style debate: If you were to blame one person for the death of Romeo and Juliet, who would it be?		Reading Vlog: Students review a book from the library's diversity list.	Small group work: Poetry investigation
Key Vocabulary	Descriptive, narrative, persuasive, metaphor, simile, adverb, adjective, personification, sensory language, alliteration, point of view, perspective, effect, soliloquy, aside, iambic pentameter, context, historical, complex, reaction, interpretation, redemption, narrative voice, cyclical, linear, nonlinear, author's intentions, flashback, rhetorical questions, collective pronouns, statistics, emotive language, tricolon, anecdote, masculinity, feminism, ableism, racism.					
ASPIRE Habits	Responsible/Resourceful Learners	Responsible Learners	Reflective Learners	Resilient Learners	Resourceful Learners	Resilient/Reflective Learners
Reading Opportunities	'Great Expectations' by Charles Dickens	Any Bill Bryson travel book.	'Hamnet' by Maggie O'Farrell	'Hamnet' by Maggie O'Farrell	Read 'The Hate U Give'	Students can read other poems from the writers they are exposed to in the unit.