



# Year 9 English - Curriculum Map



	9A / 9B	9C
Autumn 1	<p><b>Introduction to Gothic Horror</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Gothic genre</li> <li>• Fears discussion</li> <li>• Horror film voice over trailer</li> <li>• Write a short horror story</li> <li>• Introduction to GCSE mark scheme for creative writing</li> <li>• Explore urban legends</li> <li>• Gothic figures and landscapes.</li> </ul>	<p><b>Horror and Monsters</b></p> <ul style="list-style-type: none"> <li>• Read simple version of Frankenstein</li> <li>• Create a monster and give a description of where it lives</li> <li>• Create a character profile for their monster</li> <li>• Make top trumps style fact sheet for creature</li> <li>• Play top trumps using the fact sheet to have a 'battle of the beasts'</li> </ul>
Autumn 2	<p><b>Skellig by David Almond</b></p> <ul style="list-style-type: none"> <li>• First impressions of a narrative. How are these created? <ul style="list-style-type: none"> <li>◦ Book cover</li> <li>◦ Blurbs</li> <li>◦ Opening chapters and narrative hooks.</li> </ul> </li> <li>• Use of PEE to write answers to comprehension tasks including quotations to support.</li> <li>• Attitudes of characters and exploration of own attitudes.</li> <li>• Skellig within the gothic genre.</li> </ul>	<p><b>War poetry</b></p> <ul style="list-style-type: none"> <li>• To read a range of poetry</li> <li>• To learn about Remembrance Day</li> <li>• To have a focus on some poetry about war</li> <li>• To understand basic features of poetry e.g. rhyme</li> <li>• To write poems based on simple structures such as shape and counting</li> </ul>
Spring 1	<p><b>Macbeth - Shakespeare</b></p> <ul style="list-style-type: none"> <li>• Use accessible version of story to develop understanding of characters and story</li> <li>• Focus on ambition and motivation of characters</li> <li>• Understand how atmosphere is created through dialogue and staging</li> <li>• Understand how language is used to develop characters</li> <li>• Create a witch's spell emulating Shakespeare's style and techniques</li> <li>• To identify key themes within the play</li> <li>• To understand the significance of the roles of the main characters.</li> </ul>	<p><b>Shakespeare and Drama</b></p> <ul style="list-style-type: none"> <li>• Use narrative version of Macbeth and watch animated tales (available online)</li> <li>• Create plastacine models of key scenes</li> <li>• Animate models for a short scene and record captions or record captions for still images of scenes</li> <li>• Create a witch's spell</li> <li>• Write a letter as Macbeth telling his wife about what the witches have told him</li> </ul>
Spring 2	<p><b>Shakespeare - modern day</b></p> <ul style="list-style-type: none"> <li>• To identify parallels between Macbeth and modern day drama.</li> <li>• To compare Macbeth and modern day drama through PEE</li> <li>• To explore and identify the relevance of Shakespeare's work in modern day drama and literature.</li> <li>• To develop a strong understanding of the social and cultural context that influenced Shakespeare's writing and today.</li> </ul>	<p><b>Michael Morpurgo</b></p> <ul style="list-style-type: none"> <li>• Study This morning I met a whale.</li> <li>• To explore the themes the author writes about and develop understanding of the authors craft e.g. vocabulary choices</li> <li>• Explore other animals that are endangered and create a fact file</li> <li>• Write and present a simple presentation about their chosen endangered animal</li> </ul>
Summer 1	<p><b>War Poetry</b></p> <ul style="list-style-type: none"> <li>• An introduction to poetry</li> <li>• To understand poetic devices</li> <li>• To begin to analyse poetry through MITSL.</li> <li>• To write poems based on the context of the poems studied.</li> <li>• To begin to compare attitudes and meaning using PEEL</li> </ul>	<p><b>Heroes and Villains</b></p> <ul style="list-style-type: none"> <li>• To explore a range of poems about heroes. To study historical heroes such as Anne Frank and Martian Luther King</li> <li>• To use heroes and villains from fiction including superheroes to explain what makes a good hero</li> <li>• To design a gadget for a superhero to use</li> <li>• Explore modern day heroes, researching what makes their chosen person a</li> </ul>

## Year 9 English - Curriculum Map

		hero
Summer 2	<p>Power and Conflict - An Introduction to the GCSE Poetry anthology</p> <ul style="list-style-type: none"><li>• To understand the themes of Power and Conflict</li><li>• To read and annotate the poems in the anthology</li><li>• To identify poetic devices and language features</li><li>• To develop PEEL analysis of poems studied</li><li>• To compare themes and attitudes in poems using GCSE mark scheme as a success criteria</li></ul>	<p>Moving images</p> <ul style="list-style-type: none"><li>• To analyse and identify features of film posters and trailers, focusing on what makes them persuasive</li><li>• Explore genre and develop criteria for each one</li><li>• Understand what makes a good director. How is meaning conveyed through the screen?</li><li>• To write and direct a short film trailer as a class</li></ul>