



Denton Community College

Departmental Curriculum Map

Subject: English



Year Group: 9

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	End of Year Exam
Topics	Literary Monsters	Shakespeare: Hamlet	Unseen Poetry Anthology	Non-Fiction - Transactional Writing	'Of Mice and Men'	
What will students be doing during this unit?	Students are introduced to the skills of comparison through the context of the presentation of monsters in literature.	Having a critical opinion on a theme in a Shakespearean play and arguing their perspective. Students also discuss the wider context of mental health, masculinity and grief.	Students are introduced to the skills needed to analyse poetry independently. They will learn to implement strategies to unpick the code of poetry and then how to write a successful analysis of what they find.	Understanding a range of nonfiction texts and using the techniques they see to write persuasively.	Writing creatively and descriptively with a focus on characterisation and writing narrative well, based on prompts taken from 'OMAM'.	Summer Exams will take place in Summer 2 half term. Year 9 students will complete an analysis of an unseen poem and a piece of descriptive writing in order to consolidate the skills from the year and prepare them for year 10.
When will students be assessed?	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	Formal assessment at the end of the unit. Shorter assessments will be marked by teachers throughout.	
How will students be assessed?	Formal assessment. Students will be asked to write a comparative character analysis based on two extracts.	Formal assessment. Critical analysis of a character or theme from the play. Students will also complete a speaking and listening assessment where they will present	<u>2 Separate Formal Assessments</u> 1. Unseen Poetry response 2. Separate comparison of two poems.	Formal assessment. Viewpoint writing based on a given prompt.	Students will be asked to write a narrative/descriptive response based on an image.	

		their opinion of a character to the class.				
Key Vocabulary	Zeitgeist Euphemism Dysphemism Paradox Allegory Antithesis	Peripeteia Irony Foreshadowing Bathos Allusion PLUS Previous Key Shakespearean terminology	Abstract and Concrete nouns Pathos Tone Personification Caesura Rhyme Scheme Sibilance Assonance Volta Enjambment Rhetorical Questions List of 3 Speaker	Hypophora Inflection RP Syndetic List Asyndetic Dysphemism Colloquial Idiomatic language Synecdoche	Narrative voice - omniscient/unreliable Narrative Descriptive Climax Tone Dialogue Discourse Markers Semi-colons Apostrophes Sentence types	
Homework opportunities to broaden or deepen student knowledge	Home Learning to be set weekly by class teacher with a focus on closing gaps in literacy.	Home Learning to be set weekly by class teacher with a focus on closing gaps in literacy.	Home Learning to be set weekly by class teacher with a focus on closing gaps in literacy.	Home Learning to be set weekly by class teacher with a focus on closing gaps in literacy.	Home Learning to be set weekly by class teacher with a focus on closing gaps in literacy.	
Links to the National Curriculum	Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories,	Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres,	Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres,	Pupils should be taught to: speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point	Pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information.	

	poems and plays with a wide coverage of genres, historical periods, forms and authors.	historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare (two plays) seminal world literature.	historical periods, forms and authors.	participating in formal debates and structured discussions, summarising and/or building on what has been said.		
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