



## English Department Curriculum and Assessment Map

	Autumn Term	Spring Term	Summer term
Year 9	Frankenstein	Othello	Poetry through the Ages Poetry around the World
<b>Fundamental Knowledge</b>	<p><b>Knowledge of genre and form</b></p> <ul style="list-style-type: none"> <li>-Understanding of term epistolary novel</li> <li>-Understanding the conventions of gothic writing, with reference to <i>Northanger Abbey</i> and <i>The Woman in Black</i></li> <li>-Understanding of the term sublime</li> <li>-Understanding of key vocabulary relating to the gothic genre:               <ul style="list-style-type: none"> <li>- degenerating</li> <li>- ephemeral</li> <li>- insurmountable</li> <li>- malice</li> <li>- tangible</li> </ul> </li> </ul> <p><b>Knowledge of context</b></p> <ul style="list-style-type: none"> <li>-Understanding of the context of 19<sup>th</sup> century literature:               <ul style="list-style-type: none"> <li>- Industrial Revolution</li> <li>- Age of Enlightenment</li> <li>- Romanticism</li> </ul> </li> <li>-Understanding of the scientific context of <i>Frankenstein</i>:               <ul style="list-style-type: none"> <li>- Body snatchers</li> <li>- Galvanism</li> </ul> </li> </ul>	<p><b>Knowledge of genre and form</b></p> <ul style="list-style-type: none"> <li>-Understanding of the genres of Shakespearean plays: history, comedy and tragedy</li> <li>-Understanding of Ancient Greek tragedies and their influence on Shakespearean tragedies</li> </ul> <p><b>Knowledge of context</b></p> <ul style="list-style-type: none"> <li>-Understanding beliefs about race and gender in Shakespearean England and in 16<sup>th</sup> century Venice</li> <li>-Understanding of the events of the War of Cyprus and how it relates thematically to the events of the play</li> </ul> <p><b>Knowledge of text</b></p> <ul style="list-style-type: none"> <li>-Understanding of the plot of the source text, <i>Disdemona and the Moor</i> and the significance of Shakespeare's adaptations</li> <li>-Understanding of the plot of <i>Othello</i></li> <li>-Understanding of the key characters of <i>Othello</i></li> <li>-Understanding of the meaning of key quotations within the context of the wider play</li> <li>-Understanding of key vocabulary relating to the play:               <ul style="list-style-type: none"> <li>- abhor</li> <li>- eminent</li> </ul> </li> </ul>	<p><b>Knowledge of genre and form</b></p> <ul style="list-style-type: none"> <li>-Understanding of the conventions of key poetic forms: epic, sonnet, elegy, free verse, etc.</li> </ul> <p><b>Knowledge of context</b></p> <ul style="list-style-type: none"> <li>-Understanding of the key biographical context of poets studied: Chaucer, Shakespeare, Ben Jonson, William Blake, Siegfried Sassoon, Rupert Brooke and Ted Hughes</li> <li>-Understanding of conventions of poetry from the key literary periods studied: medieval, Renaissance, Romantic and World War One</li> <li>-Understanding of the key biographical context of world poets studied, a selection of: Denise Levertov, Grace Nichols, Nora Gomringer, Tatamkhulu Afrika, Wen Yidou, Nissim Ezekial and Oodgeroo Noonuccal</li> <li>-Understanding of the literary and geographical context of poems studied, a selection of: United States of America, Guyana, South Africa, Germany, India, China, Australia</li> </ul> <p><b>Knowledge of text</b></p> <ul style="list-style-type: none"> <li>-Understanding of the meaning and message of key poems studied: <i>Beowulf</i>, <i>The Canterbury Tales</i>,</li> </ul>

	<ul style="list-style-type: none"> <li>- 'incomplete' and 'absolute' death</li> <li>- Understanding of the biographical context of Mary Shelley</li> </ul> <p><b>Knowledge of text</b></p> <ul style="list-style-type: none"> <li>- Understanding the plot of <i>Frankenstein</i></li> <li>- Understanding the key characters and narrative perspectives within the novel</li> <li>- Understanding the meaning of key quotations within the context of the wider novel</li> </ul> <p><b>Knowledge of writers' methods</b></p> <ul style="list-style-type: none"> <li>- Understanding of the effects created by a range of key literary devices:</li> <li>- antithesis</li> <li>- motif</li> <li>- biblical allusion</li> </ul> <p><b>Knowledge of written analysis</b></p> <ul style="list-style-type: none"> <li>- Understanding how to relate analysis of a quotation from an extract of the novel to the wider text, considering how characters and themes change and develop through the course of the text.</li> <li>- Understanding how to begin developing an analytical essay, considering the development of an argument or thesis that ties analysis of individual quotations together</li> </ul> <p><b>Knowledge of creative writing</b></p> <ul style="list-style-type: none"> <li>- Understanding of how to write in the gothic genre, using key themes, conventions and typical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- egregious</li> <li>- notorious</li> <li>- treacherous</li> </ul> <p><b>Knowledge of writers' methods</b></p> <ul style="list-style-type: none"> <li>- Understanding of the effects created by a range of key literary devices:</li> <li>- eponymous character</li> <li>- parallelism</li> <li>- soliloquy</li> </ul> <p><b>Knowledge of written analysis</b></p> <ul style="list-style-type: none"> <li>- Understanding how to relate analysis of a quotation from a scene in the play to the wider text, considering how characters and themes change and develop through the course of the text.</li> <li>- Understanding how to begin developing an analytical essay, considering the development of an argument or thesis that ties analysis of individual quotations together</li> </ul> <p><b>Knowledge of non-fiction perspective writing</b></p> <ul style="list-style-type: none"> <li>- Understanding of rhetoric and the construction of a written argument</li> <li>- Understanding of the conventions of non-fiction forms: articles, letters, speeches</li> </ul>	<p><i>Sonnet 18, On My First Sonne, The Chimney Sweeper, The Dug Out, The Soldier and Bayonet Charge</i></p> <ul style="list-style-type: none"> <li>- Understanding the meaning of key quotations within the context of the whole poem</li> <li>- Understanding of key themes in the poems studied:</li> <li>- mortality</li> <li>- innocence</li> <li>- experience</li> <li>- individual experiences</li> <li>- power of nature</li> <li>- effects of conflict</li> <li>- reality and brutality of conflict</li> <li>- futility of war</li> <li>- bravery</li> </ul> <ul style="list-style-type: none"> <li>- Understanding of key vocabulary relating to the poems studied:</li> <li>- patriotism</li> <li>- censorship</li> <li>- furrows</li> <li>- threshing</li> <li>- clod</li> <li>- bewilderment</li> <li>- statuary</li> </ul> <p><b>Knowledge of writers' methods</b></p> <ul style="list-style-type: none"> <li>- Understanding of the effects created by a range of key literary and poetic devices:</li> <li>- in media res</li> <li>- semantic field</li> <li>- conceit</li> <li>- aural imagery</li> <li>- metre</li> </ul> <p><b>Knowledge of written analysis</b></p> <ul style="list-style-type: none"> <li>- Understanding approaches to comparative analysis, considering similarities and differences in writers' context and intent as well as language, form and structure</li> </ul> <p><b>Knowledge of non-fiction letters and diaries</b></p> <ul style="list-style-type: none"> <li>- Understanding of the conventions of recount writing in letters and diaries: first person, tense, address, dates, address, signing off, etc.</li> </ul>
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<b>Learning Checkpoint Tasks</b>	<ol style="list-style-type: none"> <li>1. In this extract from Northanger Abbey, how does Austen use language to incite dread in her readers?</li> <li>2. Write a description of a gothic setting as suggested by this picture.</li> <li>3. Starting with this extract from Letter IV, write about how Shelley explores ideas about the dangers of unchecked scientific advancement.</li> <li>4. Write the opening of a novel that begins with a childhood experience that will become significant to the protagonist in later life.</li> <li>5. Starting with this extract, write about how Shelley presents Frankenstein as a tragic hero.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does Shakespeare use language to present racism in Act 1, Scene 1?</li> <li>2. "Sexism is not an issue that is considered frequently enough in schools." Write an article for a broadsheet newspaper giving your opinion on this statement.</li> <li>3. How does Shakespeare present Iago as manipulative in this extract from Act 3, Scene 3 and the play as a whole?</li> <li>4. How has the writer used language to present their ideas about Peter Pan as a tragic hero?</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast how Blake presents the experience of the Chimney Sweep in both poems.</li> <li>2. Compare and contrast how the poets explore ideas about their experiences of war.</li> <li>3. How does Thomas Harold Watts use language to present the conditions in the trenches?</li> </ol>
<b>Common Assessment Task</b>	<b>TA1</b> <b>Literature Paper: Frankenstein</b> <b>Language Paper: Gothic writing</b>	<b>TA2</b> <b>Literature Paper: Othello</b> <b>Language Paper: Non-fiction perspective writing</b>	<b>TA3</b> <b>Literature Paper: World War One poetry</b> <b>Language Paper: Non-fiction letters and diaries</b>
<b>Interleaved Knowledge</b>	<p>Transferable fundamental reading and writing knowledge from Years 7 and 8, taught in relation to a 19<sup>th</sup> century novel and retrieved through low stakes quizzes:</p> <p><b>Reading knowledge</b>  <b>Knowledge of genre and form</b>          -Conventions and language of 19<sup>th</sup> century texts gained from Year 8 study of Sherlock Holmes          -Understanding of the tragic hero and associated conventions</p> <p><b>Writing knowledge</b>  <b>Knowledge of creative writing</b>          -Understanding the similarities and differences between narrative and descriptive writing</p>	<p>Transferable fundamental reading and writing knowledge from Years 7 and 8, taught in relation to Shakespearean tragedy and retrieved through low stakes quizzes:</p> <p><b>Reading Knowledge</b>  <b>Knowledge of genre and form</b>          -Understanding of the term play and the concept of theatre          -Understanding of common structural terms involved in plays          -Understanding of the tragic hero and associated conventions</p> <p><b>Knowledge of text</b>          -Understanding of Shakespeare and his literary influence</p>	<p>Transferable fundamental reading and writing knowledge from Years 7 and 8, taught in relation to poetry and retrieved through low stakes quizzes:</p> <p><b>Reading Knowledge</b>  <b>Knowledge of genre and form</b>          -Understanding of key structural terms and techniques in poetry          -Understanding of the form of narrative poems and dramatic monologues</p> <p><b>Knowledge of written analysis</b>          -Understanding how to begin developing an analytical essay, considering the development of an argument or thesis that ties analysis of individual quotations together</p>

	<ul style="list-style-type: none"> <li>-Understanding how creative writing can be structured meaningfully and for effect and with consideration of tension</li> <li>-Understanding of how to plan a piece of narrative writing based on Freytag's pyramid</li> <li>-Understanding of what dialogue is, how it shapes a narrative and how to implement it effectively</li> <li>-Understanding of a range of literary devices and how to make sophisticated use of them in writing</li> <li>-Understanding of the effect of imagery and description</li> </ul>		
	<p>Transferable fundamental reading and writing knowledge from Years 7 and 8, taught throughout Year 9 and retrieved through low stakes quizzes:</p> <p><b>Reading Knowledge</b></p> <p><b>Knowledge of genre and form</b></p> <ul style="list-style-type: none"> <li>-Understanding of the terms genre and conventions</li> <li>-Understanding the terminology relating to narrative voice and perspective and understanding how to consider the effect of the narrative voice a writer has used</li> <li>-Understanding of characterisation and plot structures</li> </ul> <p><b>Knowledge of writers' methods</b></p> <ul style="list-style-type: none"> <li>-Understanding how to explore explicit and implicit meaning in texts</li> <li>-Understanding how to decode unfamiliar vocabulary using context and synonyms</li> <li>-Understanding of the effects created by a range of key literary devices</li> <li>-Understanding the terminology relating to word classes and understanding how to consider the effects of a writer's use of words</li> <li>-Understanding the terminology relating to sentence type and form and how to consider their effects</li> <li>-Understanding of how to discuss writer's intent and how it shapes our understanding of a text</li> <li>-Understanding of how to identify tone and select appropriate emotional vocabulary to describe it</li> </ul> <p><b>Knowledge of written analysis</b></p> <ul style="list-style-type: none"> <li>-Understanding of how identify precise quotations and embed them into analysis</li> <li>-Understanding of how to blend the PETAL structure to write fluid analyses of writer's methods (literary devices, sentence types) and language choice (connotation vs denotation) relating analysis to a writer's tone and intent</li> </ul> <p><b>Writing knowledge</b></p> <p><b>Knowledge of non-fiction writing</b></p> <ul style="list-style-type: none"> <li>-Understanding how to use structural techniques effectively in a non-fiction text</li> <li>-Understanding and using a range of persuasive literary devices effectively</li> </ul> <p><b>Knowledge of grammar and vocabulary</b></p> <ul style="list-style-type: none"> <li>-Understanding of a range of punctuation for comprehension and effect</li> <li>-Understanding of different sentence types and forms and how to use them for effect</li> <li>-Understanding the purpose of paragraphs and using them effectively in writing</li> <li>-Understanding how to used varied vocabulary, with a consideration for the effect of words that their connotations</li> </ul>		

<b>Recovery Curriculum</b>	<p><b>‘The Outsider through History’ Cultural Literacy SOW (39 weeks)</b></p> <p>To tackle lost knowledge and skills from Term 3 of Year 8, the Cultural Literacy SOW will focus on introducing key concepts from ‘The Crucible’ and build on this knowledge throughout the year, revisiting fundamentals of reading and writing skills.</p> <ul style="list-style-type: none"> <li>• Ancient Period: Oedipus – introduction to Greek tragedy</li> <li>• Medieval Period: Robin Hood</li> <li>• Renaissance Period: Paradise Lost</li> <li>• Enlightenment Period: A Vindication of the Rights of Woman</li> <li>• Romantic Period: Goblin Market</li> <li>• Victorian Period: Jekyll and Hyde</li> <li>• Modernism: The Crucible</li> <li>• Post-Modernism: Noughts and Crosses</li> </ul> <p>Students will also be introduced to the fundamental knowledge and skills that they missed during Term 3 of Year 8. This will be updated with the fundamentals and skills from Term 1 and 2 of Year 9. The following knowledge and skills will be explicitly added to the cultural literacy SOW and will be reviewed each term:</p> <ul style="list-style-type: none"> <li>• Determiner - The determiner precedes the noun</li> <li>• Definite article - The definite article ‘the’ is used to indicate something specific</li> <li>• Indefinite article - The indefinite articles ‘a’ and ‘an’ are used to indicate something specific</li> <li>• Proper noun - An individual person, place or organisation with a capital letter</li> <li>• Abstract noun - A noun denoting an idea, quality or state rather than a concrete object</li> <li>• Past tense verb - A verb that shows an action was in progress</li> <li>• Present tense verb - A verb that shows an action is in progress</li> <li>• Future tense verb - A verb that shows an action that will be in progress</li> <li>• Adverb - A word or phrase that modifies the meaning of an adjective, verb or other adverb, expressing manner, place, time or degree</li> <li>• Preposition - A word expressing a relationship of meaning between two parts of a sentence, showing how the two parts are related in space or time</li> <li>• Ellipsis - A punctuation mark consisting of three dots that indicates the omitting of a word, phrase, line, paragraph, or more from a quoted passage</li> <li>• Allegory - A text that has a hidden meaning, typically a moral or political one</li> <li>• Allusion - A brief and indirect reference to a person, place, thing or idea</li> <li>• Foreshadowing - A literary device in which a writer gives an advance hint of what is to come later in the story</li> <li>• Stage direction - An instruction in a play indicating the movement, position, or tone of an actor, or the sound effects and lighting</li> <li>• McCarthyism - When you make accusations of treason without proper evidence</li> <li>• Puritanism - The principles of a group of English Protestants in the late 16th and 17th centuries who believed in a more extreme version of Protestantism</li> <li>• Salem Witch Trials - The Salem witch trials were a series of hearings and prosecutions of people accused of witchcraft in Massachusetts, America</li> <li>• Symbolism - The use of symbols to represent ideas or qualities</li> <li>• Pathetic fallacy - A literary device that attributes human qualities and emotions to inanimate objects of nature</li> </ul>
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