

**Year 9**

Subject: **English**

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning**  **Autumn Term** | | **Scheme of Learning**  **Spring Term** | | **Scheme of Learning**  **Summer Term** | |
|  | **Part 1 Of Mice and Men**  Animal imagery, Symbolism, Pejorative labels, Childish Language, Colloquial and Vulgar Language, Loneliness, Dreams (The American Dream), Discrimination and Prejudice, Destiny/Fate, Powerlessness  Analysis and evaluation of the character of Curley’s wife  **Part 2 Academic Writing and Rhetoric**  Thesis statements, Definitions and examples of rhetoric – link back to Y8 Term 4, Analysing key speeches: Steve Jobs, Malala, Yousafzai, Barak Obama. IDEFORREST techniques, MADEHAIL techniques. | | **Part 3 and 4**  **Power and Conflict Poetry and Unseen Poetry**  Understanding the different forms of power and conflict. Romanticism. Poetic form and structure. Poetic techniques. Poetic voice (including the difference between author and speaker). Rhythm and Metre. Themes in poetry. Links between poems. Historical context for poems. | | **Part 5 and 6:**  **Shakespeare: Romeo and Juliet**  Context of the play – Shakespeare’s life and the time he lived in. How the plays were performed – the Globe. Key themes: Love, Violence, Free Will, Fate/Destiny, Individual vs Society. Key characters: Romeo, Juliet, Mercutio, Tybalt, Friar Lawrence, The Nurse, Lord/Lady Capulet, Lord/Lady Montague, Prince Escalus. | |
| **Hinterland Knowledge** | **Part 1:**  ‘To A Mouse’, The Wall Street Crash, The Great Depression, The Dust Bowl, Lynching – Links back to Y8 Term 6, Jim Crow - Links back to Y8 Term 6  **Part 2:**  Enheduanna, Egypt: Middle Kingdom period, Confucius, Empedocles, Plato, Aristotle, Broader ideas of philosophy and philosophies. Links to well-known speakers and speeches – this may come down to teacher’s preference. | | **Part 3 and 4:**  References to additional poems – Browning: The Laboratory and Porphyria’s Lover, Wilfred Owen’s biography, The role of poet laureate, Tim Hetherington/Paul Conroy/Kevin Carte/Nick Ut – teachers may wish to refer to other war photographers but knowing Nick Ut at the very least is important. The Khmer Rouge, The Troubles, Beirut hostage crisis, Syrian refugee crisis, Bushidio, Seppuku, Colonialism, Empire, The Iraq War (2001 onwars), Guardsman Troman’s biography, The Not Dead documentary, Additional poem: John McCrae – In Flander’s Field. | | **Part 5 and 6:**  Shakespeare’s life in context, Astrology and the Supernatural, Healthcare and medicine, Patriarchal society, Elizabethan England and Italy, Religion. | |
| **Assessment:**  **- Formative Techniques**  **- Summative Pieces** | “Do Now” quizzes. Fix the error. Cold calling. Interleaved retrieval quizzing. Plickers\* Show-call Live marking | | | | | |
| **End of unit assessments.**  **Part 1:** After reading the novella a student said, “Curley’s wife manipulated the characters around her and deserved to die.”  To what extent do you agree with this statement?  **Part 2:** To be reviewed at the beginning of 2021/22 | | **End of unit assessments.**  **Part 3:** How has the poem been structured to interest you as a reader?  **Part 4:** How does the poet present the idea of power in My Last Duchess and one other poem? | | **End of unit assessments.**  **Part 5:** Write a description suggested by an image of a party/Write a short story about two people meeting for the first time.  **Part 6:** How does Shakespeare present Romeo and Juliet’s relationship in A1S5 and in the play as a whole? | |
| **Key Vocabulary** | **Part 1:**  Bindlestiff, Blow your stake,  Bucking grain, Canned, Cat-house,  Colloquial, Dialect, Euchre, Itinerant, Jerkline skinner, Lynching, Misogyny, Novella, Okie, Pejorative, Pugnacious, Realism, Stable buck, Swamper, Vulgar,  Speculative, Colloquial, Thesis, Strategies, Formal, Slang, Dialect | **Part 2:**  Imperatives, Direct Address, Anecdotes, Facts, Opinions, Rhetorical Question, Repetition, Emotive Language, Simile, Triples, Metaphor, Allusion, Dysphemism, Euphemism, Hyperbole, Antithesis, Irony, Litotes | **Part 3 and 4:**  Metrical terms in bold most important.  **Iambic,** Trochaic, Spondaic, Anapestic, **Dactylic,** Amphibrachic, Pyrrhic, Monometer, **Dimeter,** Trimeter, Tetrameter, **Pentameter,** Hexameter, Heptameter, Octameter, Couplet, Tercet, Quatrain, Quintet, Sestet, Septet, Octave | **Part 3 and 4:**  Sonnet, Rhyme, Rhythm, Metre, Anaphora, Dramatic, Monologue,  End, Stopping, Caesura, Couplets, Sibilance, Alliteration, Blank Verse, Assonance, Volta, Enjambment,  Hubris, Transient,  Romanticism | **Part 5:**  Dramatic Irony, Aside, Soliloquy, Foreshadowing, Fate, Destiny, Patriarchy, Tragic Hero, Catharsis, Hamartia. | **Part 6:**  As part 5 |
| **Key Skills** | Writing formally, Writing in Standard English, Essay structure  Writing speculatively, Writing non-fiction – speeches. Use of ethos, logos, pathos, and Kairos. | | Writing in Standard English, Identifying language devices, Identifying poetic conventions, Identifying and analysing language techniques, Using subject terminology accurately, Writing comparatively. Crafting a personal response. | | Descriptive writing, Narrative writing, Analytical writing – Literature, Use of quotations, Identifying and analysing language techniques, Crafting a personal response. | |
| **Opportunities outside the taught curriculum** |  | | Poetry Live takes place in Leeds. Poetry by Heart | |  | |