

Year 9 Curriculum Map 2020/2021

**Year 9 Literature (4 lessons per fortnight)**

Year 9 Autumn LITERATURE	Year 9 Spring LITERATURE	Year 9 Summer LITERATURE
<p><b>Outcomes:</b></p> <p>Aspects of Context (focus on the 6 aspects of context listed in previous spec mark schemes)</p> <ul style="list-style-type: none"> <li>▪ Animal Farm</li> <li>▪ Death of a Salesman</li> <li>▪ The Crucible</li> <li>▪ View From A Bridge</li> </ul>	<p><b>Outcomes:</b></p> <p>Set text (Lord of the Flies) consolidation of AO2 alongside AO3 skills.</p> <p>Preparation for end of unit formal assessment.</p>	<p><b>Outcomes:</b></p> <p>Poetry: Moon on the Tides Anthology *please avoid any Power and Conflict poems that are on the current spec. AQA Legacy Anthology. Play: Kindertransport To Kill a Mockingbird</p>
<p><b>Assessment: A03 focus on extract/s from taught text. AO2 skills to be taught in conjunction with AO3.</b></p>	<p><b>Formal Assessment: Lord of the Flies question.</b></p> <p><b>W/B 30<sup>th</sup> March</b> (marks to be recorded on SIMs)</p>	<p><b>Assessment: Poetry comparison question.</b></p>
<p><b>Key Skills.</b></p> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ Investigate how contexts influence a writer’s themes and ideas through in-class and independent research</li> <li>▪ Communicate these findings by presenting to the class</li> <li>▪ Analyse the themes and language within texts, making connections between their research into context and the ideas within the text</li> <li>▪ Synthesise these connections into analytical paragraphs and essays appropriate to Literary analysis</li> <li>▪ Evaluate the effectiveness of the writer’s choices by communicating their thoughts clearly</li> <li>▪ Evaluate and develop their own work in relation to the success criteria</li> </ul>	<p><b>Key Skills:</b></p> <p><b>Students should continue to build upon all the skills surrounding context (AO3) developed in Unit 1 and in addition:</b></p> <ul style="list-style-type: none"> <li>▪ Investigate how writers use language, form and structure to present their ideas</li> <li>▪ Communicate their understanding of how writers use language through class discussions, sharing ideas clearly</li> <li>▪ Evaluate the effectiveness of writers’ choices surrounding language, structure and form</li> <li>▪ Create, develop and evaluate responses exploring writers’ language, structure and form choices, making clear connections between these choices and the contexts of the text.</li> </ul>	<p><b>Key Skills:</b></p> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ Investigate how poets use language, form and structure to present their ideas</li> <li>▪ Communicate their understanding of how poets use language through class discussions, sharing ideas clearly</li> <li>▪ Evaluate the effectiveness of poets’ choices surrounding language, structure and form</li> <li>▪ Create, develop and evaluate responses exploring poets’ language, structure and form choices, making clear connections between these choices and the contexts of the text.</li> </ul>

Year 9 Curriculum Map 2020/2021

Year 9 Language (4 lessons per fortnight)

Year 9 Autumn LANGUAGE	Year 9 Autumn LANGUAGE	Year 9 Autumn LANGUAGE
<b>Outcomes:</b>	<b>Outcomes:</b>	<b>Outcomes:</b>
Aspects of Narrative and Genre (focus on exploring the key components of effective narratives through examples, extracts, film)	Theme-based explorations. Exploring a range of Paper 1 and Paper 2 skills through pertinent themes. <ul style="list-style-type: none"> <li>▪ Environment</li> <li>▪ Mental Health</li> <li>▪ Identity</li> </ul>	Theme-based explorations. Exploring a range of Paper 1 and Paper 2 skills  First half term – section B skills in preparation for formal assessment of Lang Paper 2 section B question.  Second half of the term <b>Speaking and Listening.</b>
<b>Assessment: Paper 1 Language Section B style task.</b>	<b>Assessment: Paper 1, Section A.</b>	<b>Assessment: Paper 2, section B W/B 4<sup>th</sup> May</b> (marks to be recorded on SIMs)
<b>Key Skills:</b> <b>Students should:</b> <ul style="list-style-type: none"> <li>▪ Investigate how writers craft language and structure to interest readers by exploring extracts from a range of texts</li> <li>▪ Analyse writers’ choices and evaluate the effectiveness of these choices by communicating thoughts clearly in written responses</li> <li>▪ Synthesise and demonstrate this understanding of crafting language by using similar methods within students’ own creative writing</li> <li>▪ Evaluate and develop their own work in relation to the success criteria</li> <li>▪ Communicate successes and improvements through peer and self-assessment.</li> </ul>	<b>Key Skills:</b> <b>Reading:</b> <b>Students should:</b> <ul style="list-style-type: none"> <li>▪ Investigate, communicate and evaluate how writers craft language, form and structure to present their ideas and explain the effect on the reader.</li> </ul> <b>Writing:</b> <b>Students should:</b> <ul style="list-style-type: none"> <li>▪ Synthesise and demonstrate this understanding of crafting language by using similar methods within students’ own creative writing</li> <li>▪ Evaluate and develop their own work in relation to the success criteria</li> <li>▪ Communicate successes and improvements through peer and self-assessment</li> </ul>	<b>Key Skills:</b> <b>Reading:</b> <b>Students should:</b> <ul style="list-style-type: none"> <li>▪ Investigate, communicate and evaluate how writers craft language, form and structure to present their ideas and explain the effect on the reader.</li> </ul> <b>Writing:</b> <b>Students should:</b> <ul style="list-style-type: none"> <li>▪ Synthesise and demonstrate this understanding of crafting language by using similar methods within students’ own creative writing</li> <li>▪ Evaluate and develop their own work in relation to the success criteria</li> <li>▪ Communicate successes and improvements through peer and self-assessment</li> </ul>