

English Curriculum Map						
Year 9						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Romeo & Juliet – Responding to Shakespeare	This scheme of work introduces students to Shakespearean tragedy through a study of Romeo and Juliet. Students will read the play in its entirety, developing their understanding of Shakespearean language, stagecraft and dramatic form while exploring how conflict, desire, fate and violence shape the narrative. Through close analysis, discussion, speaking and listening activities, and debate, students will begin to construct conceptual interpretations and develop their written ability to support critical arguments about character, theme and authorial intention.	Reading & Interpretation: To develop a critical and conceptual interpretation of the play through reading; learning to read closely to identify conflict and character motivation as well as dramatic interpretation. Writer's Craft: Develop ability to evaluate Shakespeare's stagecraft, metaphorical language, juxtaposition, symbolism; begin to explore tragic structure. Writing Craft: Developing thesis-driven introductions and analytical paragraphs; integrating quotations; conceptual argument. Developing ability to analyse dramatic methods in a play. Context & Tradition: Shakespearean theatre and power structures of patriarchy and honour culture, Conventions of Tragedy. Literacy and Oracy: Formalising essay writing structure; In class debate, performance and interpretive discussion.	Building on the critical literacy skills developed in Years 7 and 8, this unit develops students' ability to construct sustained analytical and conceptual arguments through extended literary study. Students will refine their 'big idea' essay writing skills, explore the influence of contextual factors on Shakespeare's work, and engage with tragedy as a literary tradition. In doing so, they will move beyond analytical response towards more sophisticated interpretation and evaluation, establishing the core Shakespearean knowledge and literary understanding needed for GCSE English Literature and future study of Macbeth.	How does Shakespeare present the theme of love in Romeo and Juliet? (Act 2 Scene 2)	How does Shakespeare present conflict in the play? (Act 3 Scene 5)
Autumn 2	Animal Farm – responding to literature	Students study Animal Farm as a political allegory exploring power, manipulation and the abuse of authority. Through analysing how Orwell uses character, symbolism and structure to convey ideological messages, students will begin to evaluate the ways in which context and political beliefs shape literary meaning.	Reading & Interpretation: Allegorical reading skills; Evaluating ideology and perspective; Tracking themes across a text. Writer's Craft: Understanding a writer's use of satire, symbolism, propaganda, and structural development of a narrative; understanding narrative withholding for effect. Writing Craft: Developing thesis-driven introductions and analytical paragraphs; integrating quotations to illustrate and support interpretation; conceptual argument. Developing ability to analyse rhetorical methods and their effects in a novel. Context & Tradition: Russian Revolution, Totalitarianism, Political allegory. Literacy and Oracy: Embedding essay writing structure skills and building confidence in expressing a point of view. Debate skills and arguing from different points of view.	Building on the critical reading skills developed in Years 7 and 8, and extending students' study of the novel form from, this unit develops their ability to interpret literature as political and ideological argument. Through exploring the relationship between text and context, students will apply relevant contextual awareness while moving from KS3 literary interpretation towards GCSE-style conceptual essays. The unit mirrors the modern prose component of GCSE English Literature, strengthening students' analytical and evaluative skills and preparing them for the contextual analysis required in the 20th-century text assessment.	How does Orwell show that Napoleon is manipulating the other animals?	How does Orwell explore ideas about power and control in 'Animal Farm'?
Spring 1	Dystopian Writing – creative writing	This scheme of work introduces students to dystopian fiction as a genre that critiques society, systems of control and contemporary anxieties. Through the study of a range of dystopian texts and concepts, students will explore how writers use structural and rhetorical techniques to shape meaning and influence readers. A particular focus is placed on narrative structure, enabling students to apply and adapt the conventions of the genre in their own creative writing as they craft their own dystopian narratives.	Reading & Interpretation: To read and understand dystopian genre texts; identifying ideological critiques of society; evaluating narrative perspective. Writer's Craft: Developing an understanding of dystopian conventions, use of objects etc as motifs and symbols, understanding narrative withholding and world-building. Writing Craft: Developing structural control through setting and character development, adapting dystopian conventions; rhetorical description, and conceptual symbolism through use of colour and objects. Context & Tradition: Dystopian tradition, surveillance, propaganda, technological anxiety. Literacy and Oracy: Building confidence in using descriptive vocabulary and language matched to genre; using a variety of sentence patterns for effect and pacing. Collaborative class discussion and interpretation of written and media texts explored.	Building on students' study of genre fiction in Year 7 and Year 8, this unit revisits descriptive and narrative writing while exploring how opening features operate within the genre. Students will examine how writers use genre conventions to communicate ideas and critique society. Through reading and writing activities, students will develop greater control of description, narrative structure and genre conventions, providing direct preparation for the creative writing and structural analysis skills required for GCSE English Language Paper 1.	Use a dystopian image as the stimulus for a piece of descriptive writing	Write the opening of a dystopian story.
Spring 2	Protest through Letter writing	This unit introduces students to the art and craft of letter writing through a range of authentic texts, exploring how writers use tone, structure, voice and rhetorical methods to communicate ideas, emotions and viewpoints to specific audiences. Students study letters with contrasting purposes and perspectives, developing their understanding of how meaning is shaped through language choices and structural conventions. Alongside analytical and comparative reading, students build their letter writing skills, culminating in the production of their own persuasive letters. The unit strengthens students' ability to communicate clearly and purposefully while introducing key GCSE skills for AQA English Language Paper 2, particularly Question 5 and aspects of Question 4.	Reading & Interpretation: Understanding audience, purpose and form, Analysing tone and writer's voice; Comparing viewpoints and perspectives; Evaluating effectiveness of communication; Identifying bias, assumptions and rhetorical intent Writer's Craft: Formal and informal register; Structural conventions of letters; Rhetorical devices and persuasive techniques; Voice and persona; Paragraphing and organisation for effect Writing Craft: Formal letter writing, Persuasive and discursive letters, Open letters, Audience adaptation, Counterargument and rebuttal, Building sustained arguments Context & Tradition: Historical and contemporary letter writing. Public campaigns and open letters, Letters as social and political intervention, Communication before and beyond digital media Literacy and Oracy: Formal discussion, Presenting viewpoints, Persuasive speaking, Structured debate Articulating and defending arguments	This unit builds upon students' prior KS3 work on narrative voice, persuasion and non-fiction writing by introducing letter writing as a purposeful and authentic form of communication. Through the study of diverse letters, students develop critical reading skills, including comparison and evaluation, while learning how writers adapt language, structure and tone for different audiences and purposes. The unit prioritises writing as a craft, enabling students to develop confidence in constructing sustained viewpoints and preparing them directly for the demands of AQA English Language Paper 2 Questions 4 and 5, as well as wider academic and real-world communication.	EW1: Write a letter to Ms Jaffer about a school issue.	EW2: Write a letter to your local MP about how to improve the wellbeing of young people
Summer 1	GCSE Poetry – Exploring the war poems	This half-term scheme of work introduces students to the War poetry from the GCSE Power and Conflict anthology, focusing on how poets present themes of war, power, memory and identity through poetic language, structure and form. Students will develop their ability to identify thematic connections across poems, evaluate poets' poetic craft, and construct analytical essay responses. The primary aim of the unit is to build the knowledge, comparative skills and critical interpretation required for successful study of GCSE poetry.	Reading & Interpretation: comparative interpretation; unseen reading; conceptual thematic analysis. Writer's Craft: Imagery, symbolism, form, juxtaposition, speaker perspective. Writing Craft: Developing analytical essays; integrating quotations fluently alongside poetic devices. Linking context to ideas and interpretation. Context & Tradition: War poetry – pre 20th, WW1 and modern, conflict literature. Literacy and Oracy: interpretive discussion and oral comparison.	Building on the poetry reading skills developed in Year 7 and 8, this unit develops students' ability to confidently read poetry and begin to analyse the effect of poetic devices. Through the exploration of poetry and their contexts, students will strengthen their understanding of how meaning is shaped by context. The unit begins the study of GCSE anthology poetry, developing the analytical skills required for success at Key Stage 4.	How does Owen present the affects of War in Exposure?	How does [Chosen poet] present war in [Chosen poem]?
Summer 2	GCSE Language paper 2, Q5 and GCSE speeches	Students explore the impact of social media and mobile phone use on young people through a range of viewpoints, research evidence and class debate. A whole-cohort 24-hour social media and phone-free experiment enables students to gather and evaluate their own evidence and experiences. Drawing on this research, students write an opinion piece arguing for or against the use of social media among young people. Building on these skills of evaluation and argument, students then prepare for their GCSE Spoken Language Assessment by analysing speeches, rhetorical techniques and persuasive devices before planning, writing and delivering a formal opinion speech on an issue they are interested in.	Reading & Interpretation: Evaluating viewpoints and perspectives; analysing rhetorical methods; considering audience response; assessing the effectiveness of persuasive arguments. Writer's Craft: Exploring rhetoric, repetition, emotive language, anecdote, direct address and structural shaping to influence audiences and construct arguments. Writing Craft: Crafting opinion pieces and speeches; developing arguments; selecting and adapting tone, style and register; positioning audiences through persuasive and rhetorical techniques. Context & Tradition: Exploring traditions of public speaking, protest writing and political rhetoric; examining contemporary debates surrounding social media, technology and young people's lives. Literacy and Oracy: Developing formal presentation skills; constructing and delivering spoken arguments; responding to questions; adapting spoken language for audience and purpose. Developing research skills and note-taking skills.	Builds on skills developed in Year 7 biographical writing and the Year 8 Life Stories unit, while continuing to strengthen critical literacy through close analysis of language. It culminates the KS3 oracy strand by developing formal academic and persuasive spoken language, and provides direct preparation for the GCSE Spoken Language endorsement alongside the skills required for Language Paper 2 Question 5.	EW1: Write an opinion piece where you express your view for or against the banning of social media for under 16s.	Spoken Language assessment