Year 9 Curriculum Map 2025-26

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| Year Group | Autumn 1 (7 weeks) | | | | | | | Autumn 2 (7 weeks) | | | | | Spring 1 (6 weeks) | | | | | | | Spring 2 (5 weeks) | | | | | | Summer 1 (6 weeks) | | | | Summer 2 (7.5 weeks) | | | | |
| Themes Covered | Gender | | | | | | **Supernatural** | | | | | **Family/relationships** | | | | | | **Morality** | | | | | | **Class and Responsibility** | | | | **Power** | | | **Identify** | | | |
| **Year 9** | **Poetry From Different Voices (4 weeks)**  Pupils will analyse an anthology of poems taken from different voices of society and from different time frames. Pupils will have a chance to create their own poems as well as analyse the given ones for meaning. | | | | | **Supernatural (10 weeks)**  What are witches and how have presentations of them altered and evolved over the centuries?  Pupils will explore a range of non-fiction, fiction, literature and media representations to analyse how they link to societal fears and anxieties. | | | | | | | | **The Woman in Black (4 weeks)**  **(The Supernatural continued)**  Pupils will read the supernatural novella, *The Woman in Black*; they will mirror powerful sentence structures from the text to create their own supernatural descriptive writing. | | | | | | **Tragedy (12 weeks)**  Pupils will learn the history of tragedy, starting with Aristotle’s key principles; these will apply to the play *Oedipus*, when they see the protagonist portray the tragic hero.  Pupils will then consider the modern tragic hero in Athur Miller’s 1950s play *A View from the Bridge.* | | | | | | | | | | **Powerful Persuasive Speeches (3 weeks)**  Pupils will re-cap the principles of rhetorical language and then apply them to historic persuasive speeches. | | | | |
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| **1) Spoken Language Endorsement (4 weeks)**  Pupils will use their knowledge of rhetoric to create a persuasive speech as a practice for the GCSE Spoken Language Endorsement based on a selection of given topics appropriate for teenagers. | | | | |
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| Assessed For | Reading  -Language  -Structure. | | | | | Reading  Comparison and evaluation of methods.  Contextual understanding.  Writing  Composition and style  Editing and proof-reading  Vocabulary | | | | | | | | Writing  Sentence structure. | | | | | | Reading  Contextual understanding.  Language.  Structure. | | | | | | | | | | AQA GCSE Spoken Language criteria | | | | |
| Focus | Reading | | | | | Reading and Writing | | | | | | | | Writing | | | | | | Reading | | | | | | | | | | Reading and Writing | | | | |
| Assessments | Subject Knowledge Quiz  Summative Assessment:  Pupils choose their favourite poem from the ones they have studied to analyse for the speaker’s voice. | | | | | Pupils will practise thesis statements and topic sentences including context. They will also practise analytical paragraphs.  Summative Assessment:  Comparative analytical paragraphs. | | | | | | | | Pupils will create a piece of supernatural descriptive writing of their own using Susan Hill’s sentences from The Woman in Black. | | | | | | Pupils will complete an analytical paragraph based on Oedipus as a tragic hero.  Pupils will create an essay based on Eddie Carbone as a tragic hero. | | | | | | | | | | Pupils will prepare a persuasive from a selection of topics. They will be marked using the AQA GCSE Spoken Language criteria.  . | | | | |
| Link to GCSE | Literature Paper 2 – poetry analysis.  Essay skills. | | | | | Literature Paper 1 – links to the purpose of ghosts for A Christmas Carol.  Context for Language Paper 2 and Literature Paper 1.  Cultural capital for Language Paper 1.  Essay skills. | | | | | | | | Language Paper 1 Question 5.  Context for Language Paper 2. | | | | | | Literature Paper 1 – Shakespeare’s Macbeth.  Essay skills. | | | | | | | | | | Language Paper 2.  Practise for Spoken Language Endorsement. | | | | |
| Homework | Vocabulary learning: pupils will be tested on the vocabulary. | | | | | Vocabulary learning: pupils will be tested on the vocabulary. | | | | | | | | Vocabulary learning: pupils will be tested on the vocabulary. | | | | | | Vocabulary learning: pupils will be tested on the vocabulary. | | | | | | | | | | Vocabulary learning: pupils will be tested on the vocabulary. | | | | |
| Speaking and Listening Opportunities | Oracy focus in lessons.  Structured discussion. | | | | | Oracy focus in lessons.  Structured discussion. | | | | | | | | Oracy focus in lessons.  Structured discussion. | | | | | | Oracy focus in lessons.  Structured discussion. | | | | | | | | | | Oracy focus in lessons.  Structured discussion.  Individual presentation of persuasive speech. | | | | |