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. | ReadingComparison and evaluation of methods.Contextual understanding.WritingComposition and styleEditing and proof-readingVocabulary | WritingSentence structure. | Reading Contextual understanding.Language.Structure. | AQA GCSE Spoken Language criteria |
| Focus | Reading | Reading and Writing | Writing | Reading | Reading and Writing |
| Assessments | Subject Knowledge QuizSummative 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. |