

1. Curriculum Map by Year: Year 9 English 2022-2023

			Lesson Focus	Homework	Assessment	Enrichment
Autumn 1	05.09.22	Week 1	<p>Enquiry Question: What are the key conventions that are considered as part of the Gothic genre and how are these reflected in the opening of WH symbolic of the Gothic?</p> <p>Reading Focus: Chapters 1- 3 of Wuthering Heights focusing on Gothic conventions of the text and introduction of Mr Lockwood, Catherine and Heathcliff.</p> <p>Reading Focus Secondary Material: The Castle of Otranto and The Mysteries of Udolpho focusing on presentation of Gothic conventions.</p> <p>Creative Writing Focus: Analysis of presentation of Gothic conventions.</p>	Wider Reading: The Origins of the Gothic.		
	12.09.22	Week 2	<p>Enquiry Question: How does Bronte present Cathy and Heathcliff as Outsiders?</p> <p>Reading Focus: Wuthering Heights Chapters 4 – 6. Style of narration and presentation of tension in family relationships. The role of the outsider in the text.</p> <p>Reading Focus Secondary Material: Jane Eyre. Compare settings with Wuthering Heights. Focus on the role of the narrator and character feelings as the outsider.</p> <p>Creative Writing Focus: Planning a Gothic description using personification and pathetic fallacy.</p>	Wider Reading: Gothic Motifs.		
	19.09.22	Week 3	<p>Enquiry Question: To what extent is Heathcliff 's social position responsible for the misery and conflict so persistent in the book?</p> <p>Reading Focus: Wuthering Heights Chapters 7 – 9. Growing tensions within Heathcliff and Cathy's relationship due to social status. Focus on Catherine and her change in character.</p> <p>Reading Focus Secondary Material: The Werewolf. Gothic Imagery of violence.</p> <p>Creative Writing Focus: Description of Gothic setting.</p>	Comparison activity of the way Catherine acts between the Linton's and Heathcliff (Venn Diagram Activity)		

Autumn	26.09.22	Week 4	<p>Enquiry Question: How is Heathcliff characterised as the antihero of the novel?</p> <p>Reading Focus: Wuthering Heights Chapters 10-12. The transformation of Heathcliff.</p> <p>Reading Focus Secondary Material: The Yellow Wallpaper. Presentation of women.</p> <p>Creative Writing Focus: Analysis of presentation of Gothic characters.</p>	Expectations for love and courtly love research for the time period.		
	03.10.22	Week 5	<p>Enquiry Question: How does Bronte present several types of love through character relationships in the book?</p> <p>Reading Focus: Wuthering Heights Chapters 13-15. Presentation of love.</p> <p>Reading Focus Secondary Material: Beloved. Exploring the inner passion of the female.</p> <p>Creative Writing Focus: Sentence types used in the presentation of Gothic characters.</p>	Catherine's character development timeline.		
	10.10.22	Week 6	<p>Enquiry Question: Can I analyse Catherine's character development so far?</p> <p>Reading Focus: Development of Cathy's character leading to analytical writing using thesis statements and topic sentences.</p> <p>Reading Focus Secondary Material: The Oval Portrait. Growing tension within a text</p> <p>Creative Writing Focus: Planning to write a paragraph on a gothic character.</p>	Descriptive piece of writing about a supernatural occurrence using sensory imagery.		
	17.10.22	Week 7	<p>Enquiry Question: Can I analyse Catherine's character development so far?</p> <p>Writing Focus: Development of analytical writing using thesis statements and topic sentences. Edit and redraft.</p> <p>Reading Focus Secondary Material: Ann Radcliffe: Male and Female Gothic.</p> <p>Creative Writing Focus: Writing of a paragraph on a gothic character using planning from previous lesson.</p>	Creative Writing: Diary entry from the perspective of Catherine.		
Autumn	31.10.22	Week 8	<p>Enquiry Question: How does Bronte use the supernatural in Wuthering Heights?</p>	Consolidation of key vocabulary.		

			<p>Reading Focus: Wuthering Heights Chapters 16 – 18. Presentation of the supernatural. Reading Focus Secondary Material: Rebecca. The role of relationships and the impact on the mind and inner struggle.</p> <p>Creative Writing Focus: Dialogue-focused creative writing focusing on constructing a flashback from Heathcliff’s perspective.</p>			
07.11.22	Week 9	<p><i>Enquiry Question: To what extent does it seem that history is repeating itself with the younger generation?</i></p> <p>Reading Focus: Wuthering Heights Chapters 19 – 22 Parallels between the two generations in the text.</p> <p>Reading Focus Secondary Material: Great Expectations. Second generation and disappointment/cruelty in treatment of others.</p> <p>Creative Writing Focus: Discussion and planning of flashback through oracy task prior to writing.</p>	Create a timeline that shows the parallels between the first- and second-generation characters.			
14.11.22	Week 10	<p><i>Enquiry Question: How does Bronte use time as a structural technique throughout Wuthering Heights?</i></p> <p>Reading Focus: Wuthering Heights Chapters 23 – 26 Explore how the narrative structure of the story evokes fear and tension, as well as adding to the repetitive, never-ending nature of the events taking place.</p> <p>Reading Focus Secondary Material: The Strange Case of Dr Jekyll and Mr Hyde – The role of fear and lack of control.</p> <p>Creative Writing Focus: Analysis of modelled writing linked to flashbacks and dialogue.</p>	Role on the wall: label the diagram with attributes of a villain.			
21.11.22	Week 11	<p><i>Enquiry Question: How does Bronte portray Heathcliff as inherently evil?</i></p> <p>Reading Focus: Wuthering Heights Chapters 27 – 30 Heathcliff’s presentation as an evil, malevolent patriarch and Byronic hero.</p> <p>Reading Focus Secondary Material: The Mysteries of Udolpho. The exploration of vulnerable women</p> <p>Creative Writing Focus: Use their previous work to write their own flashback from Heathcliff’s perspective.</p>	Word of the week recap from Autumn term	Assessment		

	28.11.22	Week 12	<p>Enquiry Question: What is the nature of love in the novel, that it can be connected so closely to vengeance?</p> <p>Reading Focus: Wuthering Heights Chapters 31 – 34. Read and discuss how love is linked to vengeance and it's role in Gothic fiction.</p> <p>Reading Focus Secondary Material: Frankenstein. Breaking of taboos and violation societal norms.</p> <p>Creative Writing Focus: Whole Class Feedback and red pen improvements informed by teacher marking/feedback.</p>	Preparation for end of unit test: vocabulary		
	05.12.22	Week 13	Consolidation Week: Teachers to focus on skills that need developing for their individual groups.	Preparation for end of unit test: subject terminology		
	12.12.22	Week 14	Consolidation Week: Teachers to focus on skills that need developing for their individual groups.	End of unit reflections through student voice		
Spring 1	02.01.23	Week 15	<p>Enquiry question: How does Steinbeck show the importance of context in the novel 'Of Mice and Men'?</p> <p>Introduction to the context – 1930s America. Information surrounding the Great Depression. How language is used in the opening of the novella and how this connects to context. How people treat each other/ how the language reflects the difficulty of the time.</p> <p>Secondary Material 'The Grapes of Wrath'</p>	Wider reading around the Great Depression	In-class Key Assessed Task	
	09.01.23	Week 16	<p>Enquiry question: How does Steinbeck use language to describe the setting?</p> <p>Enquiry question: How do the characters of Lennie and George compare and how does Steinbeck explore their differences?</p> <p>Understand writer's intent Analyse language and making inferences about Lennie and George. Extract depicting an idyllic setting by comparing 'Of Mice and Men' to 'Cold Comfort Farm' by Stella Gibbons. Summarise the key differences between Lennie and George using epithets. Revise Couch to 5K writing skills.</p>	Wall Street Crash – recapping contextual information from Week One.		
	16.01.23	Week 17	<p>Enquiry question: How do the characters of Lennie and George compare and how does Steinbeck explore their differences?</p> <p>Enquiry Question: How is language used in order to make inferences about key characters on the ranch?</p> <p>How does the American Dream relate to George and Lennie's dream? Secondary Material - Text focussing on Boo Radley 'To Kill a Mocking Bird.'</p>	Article about racism in the 1930s America – questions to answer	In-class Key Assessed Task	

			Extended Response: How is Candy presented? Use excellent epithets for Candy. What themes are connected to Candy?			
23.01.23	Week 18		<p>Enquiry question: How does Steinbeck use language to present characters across the ranch?</p> <p>Enquiry Question - How did 1930's America influence glamour, feminist views and beauty?</p> <p>The presentation of Curley and Curley's Wife. Comparison of Curley's wife to 1930's movie stars.</p>	Analysis of Language using an extract taken from the text		
30.01.23	Week 19		<p>Enquiry Question: How does Steinbeck present power struggles in the opening of Chapter Three?</p> <p>Enquiry Question: What similarities can be drawn between characters on the ranch?</p> <p>Enquiry Question: How were women presented in the 1930s and how did some women choose to rebel against this representation?</p> <p>Analyse the presentation of the power struggle on the ranch. Compare George and Slim. Analysis of language used to present the two characters. Use of symbolism in the novella. Secondary Material: Poem by Charlotte Perkins Gilman 'We, as women!' Explore how women were presented in the 1930s through the poem.</p>	Secondary material: Analyse language used to represent setting in 'Great Gatsby'	In-class Key Assessed Task	
06.02.23	Week 20		<p>Enquiry Question: How does Steinbeck use foreshadowing in his novel?</p> <p>Enquiry Question - How does Steinbeck use language to try and influence our views of characters?</p> <p>Lesson Three – key extended response. How does Steinbeck present Curley as a violent character? (in the extract and in the novella as a whole).</p> <p>What is foreshadowing and what is being foreshadowed in the novella at this point? Why are Lennie and George fighting? Who has the most dominance in the fight and how does this change? Link to how Curley is presented as violent.</p>	Roles of women: Use information text, read and answer comprehension questions	In-class Key Assessed Task	
13.02.23	Week 21		<p>Enquiry Question: How does Steinbeck develop the theme of segregation throughout his novella?</p> <p>How is Crooks presented? Wider themes of racism and segregation explored through the character of Crooks. Secondary Material: Jim Crows Laws, working through segregation in 1930s America. How is racism presented in this section of the novella? Secondary Material: Poem 'Strange Fruit' Explore the racism described in the poem and how it is presented.</p>	Practice thesis statement writing: – An example question about Curley's wife.		

Spring 2	27.02.23	Week 22	<p>Enquiry Question: How do writer's use foreshadowing in the novella?</p> <p>Enquiry Question: How does the death of Curley's wife impact each character?</p> <p>Enquiry Question: How do writers use rhetorical questions in their writing for effect?</p> <p>How does Steinbeck use foreshadowing in the novella? Who is to blame for the murder of Curley's wife? How do the characters react to the death of Curley's wife? Non-fiction writing: The American Dream.</p>	Read information about Jim Crows Laws: Comprehension questions.		
	06.03.23	Week 23	<p>Enquiry Question: How are the characters' reactions portrayed in the novella?</p> <p>Evaluate George's actions: Was his reaction that of a true friend? Read the opening and the ending of the novel and compare. Extended analytical response: How does Steinbeck present friendship? Peer Assessment Non-fiction writing, write a newspaper article about the death of Curley's wife. Consider tone/ devices for impact/ bias.</p>	Revision of key themes: Quote finding task.	In-class Key Assessed Task – Writing Task	
	13.03.23	Week 24	<p>Enquiry Questions: How does Steinbeck use language to present specific characters?</p> <p>Enquiry Question: How are devices used to create memorable and impactful speeches?</p> <p>Recap of Lennie's character linked to theme of innocence and how Lennie is depicted as a child. Recap key theme of friendship using quotes from across the novella, planning an essay response to a question around friendship. Thesis statements/ topic sentences Key theme of setting: Consider extracts from across the novella about the setting. Analyse use of language. Non-fiction writing: Speech writing, consider famous speeches about injustice, focus on devices and varying sentence lengths.</p>	Writer's intentions: Use a statement about the writer's intention and agree and support with evidence.	In-class Key Assessed Task – Writing Task	
	20.03.23	Week 24	<p>Enquiry Question: How are power and violence different?</p> <p>Recap theme of power and compare characters Recap theme of violence: How is this different to power? Do all violent characters have power? Secondary Material – Looking at 'hate speech' – what is it? How can we combat it? Writing to argue: How can the government do more to eradicate hate speech? Non-fiction writing, journal written from Crooks point of view exploring segregation across 1930s America. Consider characterisation and how to make an authentic piece of writing.</p>	Read article about Emmett Till: Answer comprehension questions and compare to the treatment of Crooks	<p>In-class Key Assessed Task – Writing Task</p> <p>In-class Key Assessed Task.</p>	

	27.03.23	Week 26	Consolidation Week Teacher's to focus on key Couch to 5K writing skills as needed for their individual classes.	Revision tasks for their end of unit assessment.		
Summer 1	17.04.23	Week 27				
	24.04.23	Week 28				
	01.05.23	Week 29				
	08.05.23	Week 30				
	15.05.23	Week 31				
	22.05.23	Week 32				
Summer 2	05.06.23	Week 33				
	12.06.23	Week 34				
	19.06.23	Week 35				
	26.06.23	Week 36				
	03.07.23	Week 37				
	10.07.23	Week 38				
	17.07.23	Week 39				

