

English Curriculum Map 2025-26						
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	A SOW in which students will read the whole of Romeo and Juliet. They will be introduced to some Shakespearean language and stagecraft to present the characters. Students will also have opportunity for speaking and listening and debate.	To develop a deep and critical understanding of Shakespeare's 'Romeo and Juliet'. To develop the ability to evaluate Shakespeare's craft, by analysing the language, structure, stagecraft and effect. To develop an understanding of how the context in which Romeo and Juliet was written and is received can influence interpretation. To develop the ability to analyse dramatic methods in a play.	Students will revisit critical literacy skills that they began to develop in year 7 and 8. They will continue to develop their 'big idea' writing for analytical essays and begin to discuss some contextual factors around Shakespeare's plays.	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	This will mirror the 20th C text assessment-style of the new GCSE English Literature.	Read, understand and respond to texts. • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations.	Critical reading skills developed in Y7 & 8 will be drawn on and practiced; Exploring the novel as a literary form will be developed from Coraline in Y7. With the introduction of exploring context -- Non Fiction writing skills will also be revisited.	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	KS3 Scheme designed to teach students to use and adapt the conventions of dystopian writing. Students study a range of dystopian texts and concepts and apply them to their own creative writing. The focus should be on writing structure.	• To read, understand and respond to a range of dystopian texts. • To be able to imaginatively adapt the conventions of dystopian literature to create fresh and original pieces of writing. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written.	This units builds on students coverage of the Detective and Gothic genres explored in year 7 and the sci-fi stoies from year 8. It revisits descriptive writing and allows students to explore how these structural features apply across a wider range of genres.	Write a description of a dystopian setting.	Write the opening of a dystopian story.
Spring 2	Exploring conflicting opinion	Exploring conflicting opinion; Developing students ability to responds with depth and nuance to complex issues; intro to skills required in Lang 2 Q4	Lang skills of A01, A02 and A04	Begins to hone persuasive skills developed during KS3 and shape them for GCSE requirements	Compare how the writers convey their different attitudes/feelings/perspectives to the restaurants they are reviewing	Should mobile phones be allowed in schools? Draw on articles you've read to express your own perspective on this issue.
Summer 1	GCSE Poetry -- Exploring the war poems	A half term SOW in which students explore a range of conflict poetry from the GCSE anthology. They will work on skills of identifying thematic strands and evaluating the author's literary craft. The main purpose of the scheme is to build students' skills in responding to GCSE poetry.	UT A01, A02, A03, A05 Poems to be studied	Critical reading skills developed in Y7 will be drawn on and practiced; Exploring the novel as a literary form will be developed from Coraline in Y7. With the introduction of exploring context -- Non Fiction writing skills will also be revisited.	How does Owen present the affects of War in Exposure?	How does Owen present war in Exposure?
Summer 2	GCSE Language paper 2: Q5 and GCSE speeches	Students will write a persuasive speech on the futility of war after exploring the variety to opinions and arguments for war. Students will then develop and deliver a speech on a topic of their choice for their GCSE Spoken Language Assessment.	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	Extends skills learnt in year 7s biographical writing and year 8 life stories unit. Continues critical literacy skills of analysing language.	EW1: War is futile and destroys lives. To what extent do you agree. Write a speech for the class in which you argue your opinion.	Spoken Language assessment