



Curriculum Map

Subject: English Year Group: 9

Agency - voice, choice, power and the capacity to act

	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
Content	Women's Voices/Speaking & Listening	Romeo and Juliet	Things Fall Apart	World and Lives Poetry	Creative Writing
Skills	- Analyse rhetoric and representation across non-fiction/speeches - Evaluate how speakers construct authority - Research and select relevant supporting material - Structure an extended spoken argument - Use voice, pace and emphasis effectively - Listen, question and respond thoughtfully	- Analyse a whole Shakespeare tragedy - Track motifs and character development - Explore language, form and dramatic structure - Integrate contextual understanding - Construct conceptual theses - Evaluate alternative interpretations	- Analyse a whole novel across multiple strands - Explore narrative perspective and cultural encounter - Analyse symbolism, proverbs and recurring patterns - Connect historical context carefully to textual detail - Sustain an argument - Compare values and perspectives within the novel	- Analyse sophisticated poetic methods - Compare poems conceptually - Explore voice, place, identity and power - Use tentative language for ambiguity - Select and embed precise evidence - Develop GCSE-style comparative argument	- Plan with thematic purpose - Control narrative viewpoint and chronology - Use motifs and imagery across a piece - Craft openings/endings deliberately - Vary syntax and paragraphing - Edit for technical accuracy and sophistication
Key questions	- Whose voices are heard, ignored or challenged? - How do speakers establish authority and credibility? - How can speaking become a form of agency?	- Do Romeo and Juliet control their own lives? - How do societal norms constrain choice? - How does Shakespeare construct tragedy?	- How does Achebe represent agency in a changing society? - How do tradition, masculinity, community and colonialism shape choices? - How does narrative perspective challenge a single story of Africa?	- How do poets represent lives shaped by place, identity and power? - How can a poem give agency to overlooked experiences? - How do we compare ideas rather than techniques?	- How can narrative choices reveal power and agency? - How can recurring imagery unify a piece? - What distinguishes controlled writing from decorative writing?
Assessment	Speaking & Listening - filmed in lesson - prepared spoken presentation	Romeo and Juliet - 45 min - Shakespeare analysis	Things Fall Apart - 45 min - formative whole-text analysis	World and Lives Poetry - 45 min - poetry analysis/comparison	End of Year: Things Fall Apart - 45 min - whole-text analysis

Year 9 Curriculum Map - continued

	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
Literacy / SMSC / Character / Cultural Capital	Concepts: voice, agency, representation, rhetoric, gender. Subject vocab: rhetoric, anecdote, imperative, modality, register, ethos, pathos, logos. General vocab: autonomy, advocacy, marginalisation, authority, intersection. Cultural capital: women's public voices across periods and contexts; traditions of speech-making, testimony and activism.	Concepts: agency, fate, tragedy, conflict, patriarchy. Subject vocab: tragic hero, hamartia, foreshadowing, dramatic irony, sonnet, oxymoron, motif. General vocab: autonomy, impulsive, feud, transgression, inevitability. Cultural capital: Renaissance Verona as dramatic setting; early modern marriage, family and gender; conventions of tragedy and sonnet.	Concepts: tradition, masculinity, colonialism, community, change. Subject vocab: narrative perspective, proverb, symbolism, motif, foil, tragic structure, oral tradition. General vocab: colonialism, hegemony, tradition, rupture, assimilation. Cultural capital: Igbo culture and oral traditions; British colonialism and missionary activity in Nigeria; Achebe's intervention in literary representations of Africa.	Concepts: place, belonging, identity, power, migration. Subject vocab: speaker, form, structure, caesura, enjambment, volta, juxtaposition, extended metaphor. General vocab: diaspora, heritage, displacement, belonging, resilience. Cultural capital: poetry from varied global and British experiences; preparation for GCSE anthology habits of comparison and close analysis.	Concepts: agency, consequence, perspective, transformation. Subject vocab: focalisation, motif, symbolism, cyclical structure, pace, juxtaposition. General vocab: autonomy, constraint, consequence, transformation, ambiguity. Cultural capital: synthesis of literary models studied across KS3; deliberate transition into GCSE-level writing expectations.

Curriculum progression: reading, writing, oracy, vocabulary and cultural knowledge are revisited with increasing independence and sophistication.