

Key Stage 3 Curriculum Map: English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Writing: Autobiography	Reading: The Breadwinner	Speaking and Listening: Science Biography	Writing: Sampling Poetry and analytical Writing	Reading: Introduction to Shakespeare: The Tempest	Speaking and Listening: Shakespeare Sampler –Julius Caesar, Romeo and Juliet, Macbeth, As You Like it
	<p>Introduction to the genre of autobiographical writing where students explore a range of non-fiction and fiction chosen from a range of time periods and cultures. Students write an opening to their own autobiography. They are encouraged to plan, revisit and edit their work by improving drafts and completing an autobiographical text at the beginning and the end of the scheme.</p> <p>They are introduced to the idea of structure - through the use of Freytag's Pyramid</p> <p>Extracts of autobiography used including Meera Syal's Anita and Me and Roald Dahl's Boy</p> <p>Key skills:</p> <ul style="list-style-type: none">• Creative writing for entertainment• Planning work• Analysing literature through methods	<p>Reading a contemporary novel in its entirety based on Afghanistan. Exploration of contexts of the novel - Taliban, Russian occupation etc. Exploration of ethical issues arising from the novel - Human rights, refugees, migration, UNICEF, women's rights,</p> <p>Key skills include:</p> <ul style="list-style-type: none">• Understanding the context of a novel• Exploring a novel's themes• Discussing contemporary issues• Empathetic writing	<p>Reading a range of non-fiction texts based on science and scientists such as Stephen Hawking, Mary Anderson and Hedy Lamar.</p> <p>Non-fiction writing - combining narrative writing with factual writing. Research skills</p> <p>Speaking & Listening skills - as students present on a scientist/invention of their choice. Brief exploration of the genre of science fiction and the ideas of utopia and dystopia.</p>	<p>The unit looks at literary heritage voices and poetic voices from outside the canon. Such as Tennyson, John Agard, Suli Breaks, Lemn Sissay, Suli Breaks, Isaiah Hull and Rupi Kaur. Students will be encouraged to explore issues from their own point of view and enjoy presenting those to the class and in short essays. They will also revise and learn poetic terminology.</p> <p>Key Skills include:</p> <ul style="list-style-type: none">• Discussion of contextual issues• Formulating your own ideas• Supporting ideas with methods• Speculating on authorial intentions	<p>Building from Spring 2, this unit provides an introduction to the history, culture and contexts of Shakespearean England, and the beginnings of the British Empire, through the prism of 'The Tempest'. Students will be immersed in a creative and interactive study of the play which will enhance their enjoyment of and confidence with Shakespeare's language. They will be able to situate the play in discussions about colonisation and empire.</p> <p>Key skills include:</p> <ul style="list-style-type: none">• Applying contextual knowledge to textual analysis• Understanding characterisation: contrasts and hierarchies• Exploring Shakespearean Romance as a genre• Being able to respond independently to Shakespeare's language	<p>Building on Summer 1, students will develop further understanding of the breadth of Shakespeare's works, where the emphasis moves towards dramatic interpretation and some technical aspects of his language.</p> <p>Key skills include:</p> <ul style="list-style-type: none">• Interpreting and performing Shakespeare's plays• Understanding of the sonnet form and structure• Delivering a speech and exploring the idea of rhetoric
	<p>Assessment: Writing: Opening of an autobiography Reading: Analysis of a passage from <i>Great Expectations</i>.</p>	<p>Assessment: Writing: Students produce a piece of non-fiction writing in the form of a letter to the author of the novel, exploring its key ideas.</p>	<p>MID-YEAR ASSESSMENT: Writing based on Autumn 1: Picture Stimulus linked to 'Great Expectations' / An Autobiographical Story Reading based on Autumn 1 and 2: Engaging with an opinion on 'Great Expectations' / Character Presentation in 'The Breadwinner'</p>	<p>Assessment: Reading: Extended essay analysing 'Checking Out Me History': form and methods, concepts, contexts.</p>	<p>Assessment: Writing: Time-travel - Extended description of Shakespearean London.</p>	<p>END OF YEAR ASSESSMENT: Writing based on Summer 1: Picture Stimulus: bear-baiting Reading based on Spring 2 and Summer 1: Education in 'Checking Out Me History' / Evaluating Prospero in 'The Tempest'</p>

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Year 8	Reading: Fiction: 'The Giver', Lois Lowry	Poetry: Themes in Poetry	Creative Writing and Reading: Nineteenth Century Literature	Speaking and Listening / Creative Writing: The Art of Rhetoric	Reading: The Gothic	Creative Writing and Reading: The Woman in Black
	<p>Building on the narrative approaches learned in Year 7 and the study of utopia and dystopia, in this unit we read a thought-provoking Young Adult novel and explore key concepts such as community, individuality, and free will.</p> <p>Key skills include:</p> <ul style="list-style-type: none">• independent extended reading• developing advanced vocabulary in talk and writing• understanding literary genres and their conventions• analysing authors' methods of structure and characterisation• comparison	<p>Building on encounters with poetry in Year 7, in this unit we explore a wide range of nature poetry from the Romantic period (such as Wordsworth) to the contemporary (such as Alice Oswald and Grace Nichols). Critical discussion plays a large part of the lessons, in connection to topical issues such as environmentalism and the relationship between humans and the natural world.</p> <p>Key skills include:</p> <ul style="list-style-type: none">• developing advanced vocabulary in talk and writing• close reading of poetry and applying terminology to write about the effects of language• linking poems to topical issues• comparing poems, across different historical periods	<p>Building on Year 7 learning about literary texts and their historical contexts, in this unit we explore contexts for writing from the early 19th century into the Victorian period. In tandem with the study of literary texts such as Blake's 'London' and Dickens' 'Oliver Twist' students explore, analyse and creatively produce descriptions of characters and settings. We also explore Victorian Detective Fiction Conan-Doyle's Sherlock Holmes analysing generic and structural expectations. Key concepts include polemic, social reform, and sensationalism.</p> <p>Key skills include:</p> <ul style="list-style-type: none">• independent extended reading• developing advanced vocabulary in talk and writing with a special focus on Victorian English• analysing how social and political contexts relate to literary texts and authors' intentions	<p>To build and consolidate the vocabulary work so far in Year 8, this unit focuses on persuasive language in both spoken and written contexts. Beginning with the classical bases of the study of rhetoric in Aristotle's work, we then study a range of examples of the different branches of rhetoric, covering classic literary works such as Shakespeare's 'Henry V' and William Golding's 'Lord of the Flies', and various non-fiction speeches. We conclude with students writing and delivering an original speech on a topic of their choice. Naturally the unit focuses heavily on structured talk and furthers their debating and presenting skills from Year 7 Spring 1 and Year 8 Autumn 2.</p> <p>Key skills include:</p> <ul style="list-style-type: none">• being able to identify and analyse different branches of rhetoric and a range of persuasive devices.• being able to communicate persuasively using a variety of strategies (e.g. ethos, logos, pathos), and in an elevated / formal register.• being able to sustain a detailed argument both verbally and in writing	<p>Following on from Term 3's emphasis on understanding literary genres, in this unit we introduce students to the Gothic. We explore the genre in both its canonical expressions (Mary Shelley's 'Frankenstein', and the stories of Edgar Allan Poe) and in more recent examples (Extracts from Susan Hill's 'The Woman in Black'). The key concepts of tension, terror, and transformation present a consistent thread to the scheme, as students produce a range of creative work and close literary analyses drawing upon all their skills and knowledge relating to contexts and genre.</p> <p>Key skills include:</p> <ul style="list-style-type: none">• analysing the key concepts of a genre in a range of examples• being able to plan and deliver short presentations	<p>Year 8 is bookended by the study of the Susan Hill novel "The Woman in Black". Students now read the complete novel. Students revisit themes and ideas from throughout the year - the altered world from The Giver, conventions of Victorian Literature from Sherlock Holmes as well as being able to apply their knowledge of the Gothic genre from the previous term. Students will write a mixture of creative and analytical responses</p> <p>Key skills include:</p> <ul style="list-style-type: none">• extended reading• analysing the key concepts of a genre in a range of examples• developing advanced vocabulary in talk and writing• understanding literary genres and their conventions• analysing authors' methods of structure and characterisation
	Assessment: Reading: Comparative essay on two speeches from 'The Giver'.	Assessment: Writing: WW1 Monologue	MID-YEAR ASSESSMENT: Reading: Based on Autumn 2: Engaging with an opinion about a WW1 poem / Analysis of Owen's 'Dulce et Decorum Est' Writing: Based on Autumn 2 and Spring 1: Short Monologue / Description of a Victorian Street Scene	Students' work is celebrated in class performances of a speech on a topic of their choice.	END OF YEAR ASSESSMENT: Reading: Based on Spring 2 and Summer 1: Engaging with an opinion about a gothic text / Analysis of gothic atmosphere in an extract Writing: Based on Spring 2 and Summer 1: Short gothic description / Persuasive Speech on a given topic	Assessment: Writing: Short Gothic narrative Reading: Extended analysis: gothic atmosphere in 'The Woman in Black'

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Year 9	Non-Fiction Writing: Travel Writing	Reading: Julius Caesar, William Shakespeare	Writing: Binti by Nnedi Okorafor	Reading: Heroes, Robert Cormier	Non-Fiction: Reading and Writing	Speaking and Listening Poetry Sampler
	<p>This unit extends the Year 8 focus on creative writing. It begins with an overview of technical aspects of writing: sentence structure, punctuation and paragraphing skills. This leads to a highly-structured short piece of writing for purpose, aiming to blend technical accuracy with creative content within a rigorous and realistic form. Examples of diverse travel writing are then analysed as models for the production of a longer piece of more creative and descriptive writing, which aims to integrate a high-level of technical accuracy and variety of modes of writing within a fluent and convincing structure. Focus on specific non-fiction writing skills - topic sentences, developing ideas, purposes of paragraphs, blending of facts with anecdote & description. Comprehension skills and inferential skills of travel texts linking to KS4 English Language curriculum.</p>	<p>Building on the contextual and language-based learning undertaken in Year 7, students will be re-introduced to the Elizabethan context of the play, before watching a full performance as well as examining and annotating the text itself in detail. They will be able to comment on the language and structure of the play, the characters and their interactions, the Roman and Elizabethan context informing Shakespeare's choices, develop their note taking and annotation skills, and understand and reproduce the critical and analytical style necessary to produce essays on Shakespearean texts. Work from the last term of Year 8 on rhetoric is cemented here also.</p>	<p>This unit draws together questions regarding identity, power, and social reform covered in Years 7 and 8, through the study of Okonafor's Afro-Futurist novel. Students will learn about the genre of Science Fiction and how 'Binti' works within and nuances it. Lessons in the topic focus strongly on oracy, sharpening debating skills, and exploring a concept-rich and innovative text. This is in tandem with a focus on persuasive writing, carrying over the technical focus of Autumn 1 Travel Writing, and linking back to The Art of Rhetoric in Year 8.</p>	<p>In this unit, students engage with a relatively recent piece of Young Adult fiction, in particular looking at how the features of language and form can be used to create particular effects, and thereby form the basis of broader discussions of meaning and context. A guided reading of the whole text is undertaken, with an emphasis on taking accurate and complete notes on form, character, plot and context, which are then used as the basis for an extended essay on character, based on the ethical implications of the novel's major themes. Particular emphasis is placed on how the formal features of the novel's structure and language demonstrate a nuanced and ambiguous approach to character, and this is reflected in the analysis the students undertake. Students further explore the idea of 'ambiguity' in the depiction of the character of Larry La Salle. Students focus on learning key terminology such as Ambiguity; Foreshadowing as well as their impact on narrative.</p>	<p>Proceeding from Spring 1 and Spring 2, students develop their command of Writing to Argue and Persuade through the prism of the topic of disability, exploring concepts such as prejudice, protected characteristics, representation, and cultural capital.</p> <p>Key skills include:</p> <ul style="list-style-type: none">Summarising, inferring and analysing the effects of language and structure in non-fiction textsDeveloping an opinionated style through the crafting of an authorial voice and the application of specific persuasive structures and devices.	<p>In this unit, students explore a range of unseen poetry. We look back at work covered across KS3 and introduce a challenging, diverse range of other poems as a counterpoint, Carol Ann Duffy, Philip Larkin, Kae Tempest and Samuel King. Students will engage in guided analysis of the poems and will identify areas of comparison. They will be able to comment on the effect of language and structural devices and will be introduced to the context of the poems. They will develop their note-taking and annotation skills and understand the critical and analytical style necessary to produce essays on poetry.</p> <p>Key skills include:</p> <ul style="list-style-type: none">Approaching unseen poetryPresenting ideasUsing poetic terminology
	Assessment: Writing: A short Guidebook entry	MID-YEAR ASSESSMENT: Reading: Based on Autumn 2: Julius Caesar - Engaging with an opinion on Brutus / Extended analysis of a key speech from the play Writing: Based on Autumn 1: Travel - A Visit to Stretfordov (first-person travel writing) A j	Assessment: Writing: An article in the broadsheet style on themes derived from 'Binti'.	Assessment: Reading: Character Presentation in 'Heroes': Larry LaSalle.	END OF YEAR ASSESSMENT: Reading: Based on Spring 2: Narrative Voice in 'Heroes' Writing: Based on Spring 1: An article in the broadsheet style on a topical issue	Assessment: Review of Key Terms from Year 9 and Literary Terminology