

KS3 Curriculum Map – English:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Transition Unit: The Monkey's Paw	The features of gothic literature with examples drawn from "Dracula" and specific focus on "The Monkey's Paw": <ul style="list-style-type: none"> • Character and setting • Descriptive techniques • Perspective • Narrative hooks • Punctuation for effect 	The development of the following: <ul style="list-style-type: none"> • Comprehension skills • Mimesis in writing • Planning and drafting • evaluating • maintaining positive attitudes to reading 	<ul style="list-style-type: none"> • Baseline assessment: • Reading (comprehension) and Writing (creative piece) tasks
Language: Inform Explain Describe	The key narrative techniques of such genres as <ul style="list-style-type: none"> • Survival fiction inspired by "Robinson Crusoe" • detective fiction • bildungsroman By key authors including <ul style="list-style-type: none"> • Daniel Defoe • Arthur Conan Doyle 	<ul style="list-style-type: none"> • Write notes and scripts • Explain choices in detail in writing and orally • Create story openings • Explore news interviews • Make views known in class • Apply vocabulary, grammar and structure of the above • Read independently 	<ul style="list-style-type: none"> • Article or report • Listening to students' prepared oral work
19 th Century text: A Christmas Carol	<ul style="list-style-type: none"> • Dickens' life; the social and historical setting • Key structural features • Dickens' unique style • Key social and moral messages • Key themes 	<ul style="list-style-type: none"> • Analyse passages from the story • Evaluate Dickens' narrative techniques • Use Point Example Explain, Point Example Comment structures • Incorporate context in spoken and written activities 	<ul style="list-style-type: none"> • Speaking and Listening activities • Diary entry

<p>Language: Argue Persuade Advise</p>	<p>The following forms:</p> <ul style="list-style-type: none"> • “agony aunt” letter form • article • leaflet • speech • informal talk • formal letter • Techniques used to argue, persuade and advise in the above 	<ul style="list-style-type: none"> • Make inferences • Learn mnemonics to help remember APA techniques • Read a variety of sample texts • Take part in a debate • Give a talk • Apply proofreading skills 	<ul style="list-style-type: none"> • Reading comprehension task • Writing tasks to explore the forms studied
<p>Shakespeare: A Midsummer Night’s Dream</p>	<ul style="list-style-type: none"> • Shakespeare’s life and times • Shakespeare’s theatre • conventions of Shakespearean comedy • key structural features inc. Blank verse • Key themes inc. love, parents and children, order and disorder, appearance and reality • Creation of character 	<ul style="list-style-type: none"> • Read aloud with expression • Explore ways of performing scenes • Make inferences • Make close study of key scenes • Analyse and evaluate Shakespeare’s use of language • Analyse and evaluate development of character and theme • Analyse and evaluate dramatic structure 	<ul style="list-style-type: none"> • Reading task on an extract • Performances of scenes
<p>Poetry</p>	<p>Students learn about forms including</p> <ul style="list-style-type: none"> • ballad, cinquain, haiku, limerick, ode and sonnet <p>Work by poets including</p> <ul style="list-style-type: none"> • Blake, Burns, Causley and Shakespeare <p>Key vocabulary and concepts such as rhyme, rhythm and meter</p>	<ul style="list-style-type: none"> • Analyse and evaluate poetic terms • Apply key vocabulary including poetic terms in written and oral work • Create their ballad, cinquain, haiku, limerick, ode and sonnet • plan draft, edit and proofread as appropriate 	<ul style="list-style-type: none"> • Poetry creative writing tasks
<p>Modern Novel/Play</p>	<p>We are making a new choice of modern novel and this panel will be updated at February half term 2022</p>	<p>TBC</p>	<p>TBC</p>

<p>Faustus, literary heritage</p>	<ul style="list-style-type: none"> • Carpe diem poetry • Faust myth • the story of Christopher Marlowe's Dr Faustus • historical and social context • creation of tension in drama • dramatic and poetic conventions of the time • knowledge of tragedy 	<ul style="list-style-type: none"> • Create a distinctive voice in drama and poetry • Use ambitious, well-chosen vocabulary for effect • make inferences • Apply knowledge of genre conventions 	<ul style="list-style-type: none"> • Comprehension and creative writing tasks
<p>Language: Inform, Explain, Describe - magazines</p>	<ul style="list-style-type: none"> • Form and genre conventions of print and online magazines. • Understand the needs of different audiences. • Acquire a range of subject specific vocabulary 	<ul style="list-style-type: none"> • comment on and apply the features of writing to inform, to explain and to describe. • Assess similarities and differences between the three purposes. • Accurately employ a range of appropriate and ambitious vocabulary, sentence types and text structures for purpose and audience. 	<ul style="list-style-type: none"> • Article or report
<p>19th Century texts: short stories</p>	<ul style="list-style-type: none"> • Knowledge of a range of short stories including 'The Red Room'; 'The Red-Headed League'; and 'The Signalman' • Form and genre conventions of short stories • social and historical context; • how character, setting and tension are created • form conventions of diary account 	<ul style="list-style-type: none"> • Comment orally and in writing on the knowledge acquired as part of the unit. • Be able to use a range of subject specific vocabulary, sentence types and text structures • apply form conventions of diary writing 	<ul style="list-style-type: none"> • Speaking and listening task; diary account
<p>Language: argue, persuade advise</p>	<ul style="list-style-type: none"> • Knowledge of a range of rhetorical techniques • Key subject vocabulary used to argue, persuade and advise • Conventions of writing to argue, persuade or advise key structural features and discourse markers. • Key structural features and conventions of personal letter, formal letter and article 	<ul style="list-style-type: none"> • Understand, comment on and apply the features of writing to argue, to persuade or to advise in the forms explored. • Understand and apply similarities and differences between the three purposes • Accurately employ a range of appropriate and ambitious vocabulary, sentence types and text structures for purpose and audience. 	<ul style="list-style-type: none"> • Comprehension task

	<ul style="list-style-type: none"> Appreciation of topics covered from a twentieth century and nineteenth century perspective. 		
Drama: Shakespeare "Romeo and Juliet"	<ul style="list-style-type: none"> Improve knowledge of form and genre conventions including blank verse Knowledge of Shakespearean tragedy Improve knowledge of social and historical context; how character, setting and tension are created; Improve and develop key subject vocabulary; stagecraft; key themes including love, conflict and family 	<ul style="list-style-type: none"> comment on the plot of the play, its conventions, characters and setting in writing and orally. Make and develop appropriate inferences using a range of subject specific vocabulary, sentence types and text structures. Evaluate character and theme. 	<ul style="list-style-type: none"> Extract essay
Poetry WW1	<ul style="list-style-type: none"> Key elements of World War I poetry, including the work of Vera Brittain, Rupert Brooke, Wilfred Owen, Jessie Pope and Siegfried Sassoon. Knowledge of form and genre conventions including verse forms; social and historical context; how meaning is shaped through choice of language and structure; key subject vocabulary. Comparison with pre- and post-World War I war poetry 	<ul style="list-style-type: none"> Comment on the poems, their conventions, characters and setting. Make and develop appropriate inferences on language, form and structure, using a range of subject specific vocabulary, sentence types and text structures. Analyse and evaluate character and theme Analyse and evaluate changing attitudes to warfare. Planning and drafting skills. 	<ul style="list-style-type: none"> Poetry comprehension and transactional task
Modern novel	<p>Stone Cold by Robert Swindells</p> <ul style="list-style-type: none"> Knowledge of plot Form and genre conventions including use of first person and dual narrative, Foreshadowing Social context 	<ul style="list-style-type: none"> Comment on the plot of the novel, its conventions, characters and setting. Make and develop appropriate inferences using a range of subject specific vocabulary, sentence types and text structures. Analyse and evaluate character and theme. 	<ul style="list-style-type: none"> Write a review

	<ul style="list-style-type: none">• How character, setting and tension are created• Key subject vocabulary for the modern novel.• Language and structure of public appeals• Language and structure of reviews.	<ul style="list-style-type: none">• Skilfully apply a range of appropriate language, sentence types and structures to write a public appeal and a review.	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--