



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?
<h3><u>Year 7</u></h3>			
Dracula (David Calcutt's Play Adaptation) Playscript	<ul style="list-style-type: none"> • Origins and tropes of myths and legends • The plot of 'Beowulf' • Gothic tropes • The plot of 'Dracula' • Stage craft 	<ul style="list-style-type: none"> • Comprehension skills • Mimesis in writing • Analysis and evaluative skills • Promotion of reading for pleasure 	<ul style="list-style-type: none"> • End of unit assessment which features two parts; an essay on the character of Dracula and a writing task where they produce a monologue on behalf of one of the play's characters.
A Christmas Carol (Charles Dickens) Novella	<ul style="list-style-type: none"> • Victorian Britain • The plot of 'A Christmas Carol' • Key themes of the novella • Allegory and its application • Literary devices 	<ul style="list-style-type: none"> • Comprehension skills • Evaluative skills • Synthesis • Creative writing skills • Writing analytical paragraphs • Descriptive writing 	<ul style="list-style-type: none"> • End of unit assessment which focuses on descriptive writing in relation to the character of Ebenezer Scrooge.
A Midsummer Night's Dream (William Shakespeare) Play	<ul style="list-style-type: none"> • Historical and social context of the Elizabethan era • Conventions of Shakespearean Comedy • The plot of 'A Midsummer Night's Dream' • Blank verse and a host of literary devices • Key themes of the play • 	<ul style="list-style-type: none"> • Comprehension skills • Annotation skills • Evaluative skills • Writing analytical paragraphs • Essay writing skills 	<ul style="list-style-type: none"> • End of unit assessment which is an essay writing task on one of the play's key themes (love).

<p>A Feast of Poetry (A selection of poets) Poetry</p>	<ul style="list-style-type: none"> • Historical and social context for each poem • The interpretations of various poems • Poetic devices <p>Poetic form</p>	<ul style="list-style-type: none"> • Comprehension skills • Annotation skills • Evaluative skills • Synthesis • Writing analytical paragraphs • Essay writing skills 	<p>A Feast of Poetry (A selection of poets)</p> <ul style="list-style-type: none"> • Poetry
<p>In the Sea there are Crocodiles (Fabio Geda) Novel</p>	<ul style="list-style-type: none"> • Historical, social and geographical context • The plot of 'In the Sea there are Crocodiles' • Setting and character creation • Key themes 	<ul style="list-style-type: none"> • Comprehension skills • Empathy development • Research skills • Text deconstruction • Synthesis skills • Transaction writing 	<ul style="list-style-type: none"> • End of unit assessment which features a transactional writing task as well as a speaking and listening assessment on Anaiatollah's mother.
<h2><u>Year 8</u></h2>			
<p>Animal Farm (George Orwell) Novella Creative and descriptive writing.</p>	<ul style="list-style-type: none"> • Historical and social context of 'Animal Farm' • Allegory • The plot of 'Animal Farm' • Knowledge on topical issues such as Power, authority, inequality, and equality. • SIRSMAPO • Tone, pathetic fallacy, and personification • Use of 'colour' in creative writing • Narrative hooks and types of middles and endings of creative writing 	<ul style="list-style-type: none"> • Comprehension skills • Research skills • Text deconstruction • Text construction • Creative and descriptive writing • Narrative construction • Manipulation of tone and atmosphere 	<ul style="list-style-type: none"> • End of unit assessment where students produce a piece of creative writing
<p>Language as a force for change</p>	<ul style="list-style-type: none"> • Knowledge on a range of important topics such as poverty and black civil rights • Understanding of seminal speeches throughout history • Aristotle and logos, ethos and pathos <p>Presentation skills</p>	<ul style="list-style-type: none"> • Comprehension skills • Research skills • Text deconstruction • Text construction <ul style="list-style-type: none"> • Speech writing 	<ul style="list-style-type: none"> • Language as a force for change

<p>Romeo and Juliet (William Shakespeare) Play</p>	<ul style="list-style-type: none"> • Revisit the historical and social context of the Elizabethan era • Conventions of Shakespearean Tragedy • The plot of 'Romeo and Juliet' • Revisit blank verse and a host of literary devices • Key themes of the play 	<ul style="list-style-type: none"> • Comprehension skills • Annotation skills • Evaluative skills • Writing analytical paragraphs • Essay writing skills 	<p>Romeo and Juliet (William Shakespeare)</p> <ul style="list-style-type: none"> • Play
<p>War Poetry</p>	<ul style="list-style-type: none"> • Historical and social context for each poem • The interpretations of various poems • Revisit poetic devices • Revisit poetic form 	<ul style="list-style-type: none"> • Comprehension skills • Annotation skills • Evaluative skills • Synthesis • Writing analytical paragraphs • Essay writing skills 	<ul style="list-style-type: none"> • End of unit assessment featuring a comprehension style question and a creative writing task (a sequence of diary entries from a soldier's viewpoint)
<p>Boys Don't Cry (Malorie Blackman) Novel</p>	<ul style="list-style-type: none"> • Social contextual information • The plot of 'Boys Don't Cry' • Setting and character creation • Key themes • Gender stereotypes 	<ul style="list-style-type: none"> • Comprehension skills • Empathy development • Research skills • Text deconstruction • Synthesis skills 	<ul style="list-style-type: none"> • End of unit assessment where students create their own opening to a start of a story that follows a similar pattern. They will also complete an essay on the character of Dante.
<h2><u>Year 9</u></h2>			
<p>The Crucible by Arthur Miller</p>	<ul style="list-style-type: none"> • Allegory and its effects • Aspects of tragedy • Concepts of virtue • Character development – hubris, hamartia, tragic fall • Theme of redemption • Self-knowledge 	<ul style="list-style-type: none"> • Comprehension skills • Research skills • Text deconstruction • Text construction • Synthesis skills 	<ul style="list-style-type: none"> • End of unit assessment where students evaluate a statement related to the play

<p>An Inspector Calls</p>	<ul style="list-style-type: none"> • Understand the plot, structure and characters of the play. • Understand significant aspects of the life of J. B. Priestley which had an impact on his writing and views • Understand the different contexts of 1912 (setting of the play) and 1945 (writing and first performance of the play) • Understand and identify the differences between capitalism and socialism • Understand the key features of a morality play and how AIC fits into this genre • Understand the specific features of a play: stage directions, dramatic irony • Technical accuracy of writing (spelling, punctuation, grammar, sentence structure, vocabulary) 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer’s methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer’s intended impact on the audience, exploration of the communication of the writer’s messages 	<p>End of unit assessment where students answer a knowledge-based exam which culminates in an extract analysis question.</p> <ul style="list-style-type: none"> •
<p>(Creative and descriptive writing – comprehension and analytical focus</p>	<ul style="list-style-type: none"> • Use of figurative language • Narrative hooks • Narrative structure • Features and conventions of descriptive writing • Understanding literary conventions, such as character development, conflict, and resolution. • Literary devices, including metaphor, simile, foreshadowing, and irony. • - Structure of the narrative, including the use of flashbacks, foreshadowing, and other techniques. 	<ul style="list-style-type: none"> • Comprehension skills • Mimesis in writing • Text construction • Manipulation of register and tone • Creative and descriptive writing analytical skills • - Writing analytical paragraphs focusing on how the author uses language to convey key themes. • - Annotating the text for key imagery, symbolism, and literary devices (metaphor, simile, etc.). • - Summarizing the plot and identifying major plot points and literary conventions (e.g., conflict and resolution). 	<ul style="list-style-type: none"> • End of unit assessment where students answer a Language paper1, section A paper

<p>Poetry Anthology War and place poetry</p>	<ul style="list-style-type: none"> • Continue to understand and identify poetic features: enjambment, caesura, repetition, anaphora, consonance, onomatopoeic verbs, rhyme schemes, vivid imagery, extended metaphors etc. • Understand the significance of historical context with poems, specifically with regards the changing attitudes towards love. • Understanding of experiences of love • Understanding of the context of the different places • Understand structures of poems, the significance of beginning and endings 	<ul style="list-style-type: none"> • Essay writing skills: writing an effective overview, targeted response to the question, clearly creating an argument and exploring ideas thoroughly, grouping together of ideas to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer’s methods and how meanings are conveyed: exploration the meanings and connotations of key words, phrases and techniques, exploration of the writer’s intended impact on the audience, exploration of the communication of the writer’s messages • Apply the understanding of contextual features to explore the relationship between the poems and their context. Be able to explain the significance and impact of the various contextual factors. Link this back to the explanation of the poems. • Comparative skills: explore the similarities and differences between the tone, techniques and messages of the poems. 	<p>End of unit assessment where students answer a comparative essay-based question.</p>
<p>Creative and descriptive writing – writing focus</p>	<ul style="list-style-type: none"> • - Descriptive writing techniques (metaphor, simile, sensory details) used to create atmosphere and imagery. • - Narrative structures and character development in original writing. • - Techniques for creating atmosphere (using setting, weather, and tone to establish mood and foreshadowing). • - Crafting realistic and impactful dialogue between characters. 	<ul style="list-style-type: none"> • - Structuring a short story or scene with a clear narrative arc and resolution. • - Developing rich, complex characters through diary entries or narrative writing. • - Writing dialogue that incorporates subtext, tension, and natural speech patterns. • - Using setting and tone to build tension and atmosphere in a narrative or descriptive • - Writing character-driven narratives that explore internal conflict, emotion, and motivation. 	<p>End of unit assessment where students answer a Language paper 1, section B question</p>

	<ul style="list-style-type: none">• - Understanding character motivations, conflicts, and emotional depth in storytelling.• - Building coherent, compelling narratives with a clear beginning, middle, and end.	<ul style="list-style-type: none">• - Writing vivid, sensory descriptions that appeal to the five senses (sight, sound, touch, taste, and smell).	
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