

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?
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 	<ul style="list-style-type: none"> • End of unit assessment which focuses on comprehension and the development of the character of Ebenezer Scrooge.
A Feast of Poetry (A selection of poets) Poetry	<ul style="list-style-type: none"> • Historical and social context for each poem • The interpretations of various poems • Poetic devices • 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 which features an essay on a poem. Speaking and listening skills will also be tested in this unit as students will create a presentation of their own on a poem of their own choosing.
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>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 	<ul style="list-style-type: none"> • End of unit assessment which features an extract analysis task as well as a speaking and listening assessment on Anaiatollah's mother.
<p>Animal Farm followed by Knowledge Rich Writers (George Orwell) Novella Non-fiction</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 climate change and gender equality 	<ul style="list-style-type: none"> • Comprehension skills • Research skills • Text deconstruction • Text construction • Opinion article writing 	<ul style="list-style-type: none"> • End of unit assessment where students produce an opinion article on a topic they have enjoyed studying in class.
<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 	<ul style="list-style-type: none"> • End of unit assessment where students produce an analytical essay on a key character in the 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>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 • Presentation skills 	<ul style="list-style-type: none"> • Comprehension skills • Research skills • Text deconstruction • Text construction • Speech writing 	<ul style="list-style-type: none"> • End of unit assessment where students are required to plan and perform a speech on a topic of their choosing.

<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.
--	---	---	--