

# KS3 Curriculum Map

## READING SKILLS

Understanding and Response

Analysis of Language and Structure

Connections

## WRITING SKILLS

Content and Organisation

Technical Accuracy

## SPEAKING AND LISTENING

	Unit of Work	Knowledge	Skills	How does it fit in the curriculum?
Year 7 Autumn Term 1	<b>Horror and Thriller</b>  Narrative Writing	-Genre -Narrative Hooks -Story Openings -Setting -Character -Creating Tension -Structure -Using Paragraphs -SPaG - Ambitious Vocabulary	WRITING SKILLS <b>Content and Organisation</b> <b>Technical Accuracy</b> *reading skills and opportunities will be embedded	<b>Revisiting:</b> - Writing skills acquired at KS2 - The importance of proof reading and developing SPaG addressed at KS2 <b>Developing:</b> -General and basic literacy skills -Knowledge of Narrative writing needed for KS4
Year 7 Autumn Term 2	<b>Conflict and Consequences</b>  Private Peaceful	-WW1 context -Understanding of warfare including conscription and insubordination. -Analysis of themes -Analysis of character - Analysis of language -Reading and comprehension -Writer's methods and intentions -Fiction/ and non-fiction writing opportunities	READING SKILLS <b>Understanding and Response</b> <b>Analysis of Language and Structure</b> <b>Connections</b> *writing skills and opportunities will be embedded	<b>Revisiting:</b> -Reading and comprehension studied at KS2 -How setting, character and tension is created in the Y7 'Narrative Writing' SOW. -Opportunities for creative writing, to firmly embed skills from the previous Y7 'Narrative Writing' SOW. <b>Developing:</b> - Introduction to analysis over comprehension -Understanding of WW1 context to aid understanding of 'War Poetry' studied in Y9. -Understanding of warfare relevant for study of 'An Inspector Calls' and 'Power and Conflict Poetry' including the poem 'Exposure' studied at KS4.
Year 7 Spring Term 1	<b>Love and Relationships</b>  Romeo and Juliet	-Elizabethan context -Shakespearean context -Introduced to elements of a tragedy -Analysis of themes including romance -Reading and comprehension -Introduction to dramatic methods -Analysis of writer's methods and intentions	READING SKILLS <b>Understanding and Response</b> <b>Analysis of Language and Structure</b> <b>Connections</b> *writing skills and opportunities will be embedded	<b>Revisiting:</b> - Reading and comprehension studied at KS2 - Possible study of plays and Shakespeare at KS2 <b>Developing:</b> - Introduction to dramatic methods - Knowledge of Shakespeare and context relevant for Y8 'Twelfth Night' and KS4 'Macbeth'.

<p>Year 7 Spring Term 2</p>	<p><b>Experience and Relationships</b></p> <p>Poetry</p>	<ul style="list-style-type: none"> <li>- Introduction to poetry through song lyrics</li> <li>-Developing an interest in poetry with opportunities for students to write their own poems.</li> <li>- Introduction to poetic devices focusing on language.</li> <li>-Reading and comprehension</li> <li>-Analysis of writer’s methods and intentions</li> </ul>	<p>READING SKILLS</p> <p>Understanding and Response</p> <p>Analysis of Language and Structure</p> <p>Connections</p> <p>*writing skills and opportunities will be embedded</p>	<p><b>Revisiting:</b></p> <ul style="list-style-type: none"> <li>- Poetry studied at KS2. Bridging the gap using lyrics to ease students into the complexity of poetry.</li> <li>- Theme in Y7 ‘Romeo and Juliet’.</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- A range of poems and subjects to before developing a more thematic approach in Y8 ‘Nature poetry’ and Y9 ‘War Poetry’, prior to study of ‘Power and Conflict’ and ‘Unseen Poetry’ at KS4.</li> </ul>
<p>Year 7 Summer Term 1</p>	<p><b>Social injustice and Prejudice</b></p> <p>Stone Cold</p>	<ul style="list-style-type: none"> <li>-Understanding of late 20<sup>th</sup> Century Context</li> <li>-Analysis of themes</li> <li>-Analysis of character</li> <li>-Narrative style</li> <li>-Reading and comprehension</li> <li>-Writer’s methods and intentions</li> </ul>	<p>READING SKILLS</p> <p>Understanding and Response</p> <p>Analysis of Language and Structure</p> <p>Connections</p> <p>*writing skills and opportunities will be embedded</p>	<p><b>Revisiting:</b></p> <ul style="list-style-type: none"> <li>- Thematic links to a text</li> <li>- Analytical skills introduced in Y7 ‘Private Peaceful’ and developed in ‘Romeo and Juliet’</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- Student’s analysis and understanding of writer’s intention required at KS4 for both Language and Literature.</li> </ul>
<p>Year 7 Summer Term 2</p>	<p><b>Diversity</b></p> <p>Non-Fiction</p>	<ul style="list-style-type: none"> <li>-Non-Fiction text types: letter, speech, article.</li> <li>-Understanding audience</li> <li>-Understanding purpose: argue, persuade, explain and advise.</li> <li>-Formulating an opinion</li> <li>-Using Paragraphs</li> <li>-SPaG</li> <li>-Ambitious Vocabulary</li> <li>- Standard English</li> <li>-Spoken language skills</li> </ul>	<p>WRITING SKILLS</p> <p>Content and Organisation</p> <p>Technical Accuracy</p> <p>SPEAKING AND LISTENING</p> <p>*reading skills and opportunities will be embedded</p>	<p><b>Revisiting:</b></p> <ul style="list-style-type: none"> <li>-Writing skills acquired at KS2</li> <li>-The importance of proof reading and developing SPaG addressed at KS2</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- General and basic literacy skills</li> <li>- Knowledge of non-fiction writing needed at KS4</li> <li>- Cultural capital allowing students to revisit and develop and expand their understanding of themes covered throughout the year.</li> <li>-Ability to formulate an opinion acquired for English Language and the Spoken Language unit at KS4.</li> </ul>

Year/Term	Unit of Work	Knowledge	Skills and Focus	How does this fit into the curriculum?
Year 8 Autumn Term 1	<b>Horror and Thriller</b> Narrative Writing *due to COVID students will be recapping key skills due to school closure.	-Genre -Narrative Hooks -Story Openings -Setting -Character -Creating Tension -Structure -Using Paragraphs -SPaG -Ambitious Vocabulary	WRITING SKILLS Content and Organisation Technical Accuracy SPEAKING AND LISTENING *reading skills and opportunities will be embedded	<b>Revisiting:</b> -Bridging the gap and assessing where students are at due to school closure and time lost in Y7. -Revisiting and developing writing skills acquired at KS2 and KS3 <b>Developing:</b> - General and basic literacy skills -Knowledge of Narrative writing needed for KS4
Year 8 Autumn Term 2	<b>Detective and Crime</b>  Sherlock	-19 <sup>th</sup> Century Vocabulary -19 <sup>th</sup> Century context -Analysis of themes -Analysis of character -Reading and comprehension -Writer's methods and intentions	READING SKILLS Understanding and Response Analysis of Language and Structure Connections *writing skills and opportunities will be embedded	<b>Revisiting:</b> -Analysis of writer's methods covered in Y7. <b>Developing:</b> - Knowledge of 19 <sup>th</sup> Century fiction relevant for Y9 '19 <sup>th</sup> Century' and at KS4 study of 'A Christmas Carol' and poetry.
Year 8 Spring 1	<b>Gender and Stereotypes</b>  Twelfth Night	-Elizabethan context -Shakespearean context -Understand elements of a tragic comedy -Analysis of themes including gender and identity -Reading and comprehension -Dramatic methods -Analysis of writer's methods and intentions	READING SKILLS Understanding and Response Analysis of Language and Structure Connections *writing skills and opportunities will be embedded	<b>Revisiting:</b> - Study of Shakespeare including themes and dramatic methods studied in Y7 for 'Romeo and Juliet'. <b>Developing:</b> - Knowledge of Shakespearean vocabulary and context relevant for KS4 -Knowledge of Tragedy relevant for study of 'Macbeth' at KS4
Year 8 Spring Term 2	<b>Nature</b>  Poetry	-Understanding elements of Romanticism - Context (links to Industrial Revolution) - Study of poetic devices including language, pace and structure.	READING SKILLS Understanding and Response Analysis of Language and Structure	<b>Revisiting:</b> -Poetic devices introduced in Y7 poetry. <b>Developing:</b> - Analysis of unseen poetry relevant for Y9 'War Poetry' - Contextual knowledge of 19 <sup>th</sup> Century studied at KS4

		<ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Steps into analysing unseen poetry</li> <li>-Reading and comprehension</li> <li>-Analysis of writer's methods and intentions</li> </ul>	<p><b>Connections</b></p> <p>*writing skills and opportunities will be embedded</p>	<ul style="list-style-type: none"> <li>- Study of 'Prelude' from a pastoral perspective studied again at KS4.</li> <li>- Understanding of other romantic poets studied at KS4 including study of Shelley's 'Ozymandius', Wordsworth's 'Prelude' and Browning's 'My Last Duchess'.</li> <li>-Introduction to Romanticism relevant at KS5.</li> </ul>
Year 8 Summer Term 1	<p><b>Social inequality</b></p> <p>Blood Brothers</p>	<ul style="list-style-type: none"> <li>-Understanding of 1950's context</li> <li>-Analysis of themes including social inequality</li> <li>-Analysis of character</li> <li>-Reading and comprehension</li> <li>-Dramatic methods</li> <li>-Analysis of writer's methods and intentions</li> </ul>	<p>READING SKILLS</p> <p>Understanding and Response</p> <p>Analysis of Language and Structure</p> <p><b>Connections</b></p> <p>*writing skills and opportunities will be embedded</p>	<p><b>Revisiting:</b></p> <ul style="list-style-type: none"> <li>- Dramatic methods studied in Y7 'Romeo and Juliet' and Y8 'Twelfth Night'</li> <li>- Similar themes of social injustice studied in Y7 'Stone Cold'</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- Knowledge of a Modern Drama to prepare students for KS4 study of 'An Inspector Calls'.</li> </ul>
Y8 Summer Term 2	<p><b>Diversity</b></p> <p>Non-Fiction Writing</p>	<ul style="list-style-type: none"> <li>-Non-Fiction text types: letter, speech, article.</li> <li>-Understanding audience</li> <li>-Understanding purpose: argue, persuade, explain and advise.</li> <li>-Formulating an opinion</li> <li>-Using Paragraphs</li> <li>-SPaG</li> <li>-Ambitious Vocabulary</li> <li>-Standard English</li> <li>-Spoken language skills</li> </ul>	<p>WRITING SKILLS</p> <p>Content and Organisation</p> <p>Technical Accuracy</p> <p>SPEAKING AND LISTENING</p> <p>*reading skills and opportunities will be embedded</p>	<p><b>Revisiting:</b></p> <ul style="list-style-type: none"> <li>-Writing skills acquired in Y7 for 'Non-Fiction Writing'.</li> <li>- Themes studied throughout the year</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- General and basic literacy skills</li> <li>- Knowledge for non-fiction writing needed in at KS4</li> <li>- Cultural capital allowing students to revisit and develop and expand their understanding of themes covered throughout the year.</li> <li>-Ability to formulate an opinion relevant for the debate unit in Y9 'Politics' SOW and for the English Language and the Spoken Language unit at KS4.</li> </ul>

Year/Term	Unit of Work	Knowledge	Skills and Focus	How does this fit into the curriculum?
Year 9 Autumn Term 1	<b>19<sup>th</sup> Century Literature</b>  Reading and Descriptive writing	- 19 <sup>th</sup> Century context -Analysis of themes -Reading and comprehension -Comparing Writer's intentions and then creating own in descriptive writing - Analysing writer's methods including setting, character and language and then using this to inspire descriptive writing	READING SKILLS Understanding and Response Analysis of Language and Structure Connections AND WRITING SKILLS Content and Organisation Technical Accuracy	<b>Revisiting:</b> - Study of 19 <sup>th</sup> Century in Y8 through 'Sherlock'. <b>Developing:</b> - Knowledge of the 19 <sup>th</sup> Century relevant for the understanding of Dickens and his intention in writing 'A Christmas Carol' studied at KS4. - Knowledge of themes relevant in 19 <sup>th</sup> Century literature revisited at KS4. - Variety of 19 <sup>th</sup> Century extracts relevant for unseen 'Language Paper 1' extracts at KS4.
Year 9 Autumn Term 2	<b>Dickens as an Advocate for Change</b>  A Christmas Carol	-Revision and development of 19 <sup>th</sup> Century contexts making links to the text -Analysis of themes -Analysis of character -Reading and comprehension -Writer's methods and intentions - Making comparisons across the text	READING SKILLS Understanding and Response Analysis of Language and Structure Connections *writing skills and opportunities will be embedded	<b>Revisiting:</b> - Study of 19 <sup>th</sup> Century in Y8 through 'Sherlock'. - Study of '19 <sup>th</sup> Century literature' in Y9. - Themes of social inequality Y8 'Blood Brothers' and social injustice Y7 'Stone Cold'. <b>Developing:</b> - Knowledge of the 19 <sup>th</sup> Century reading of 'A Christmas Carol' to prepare students at KS4.
Year 9 Spring Term 1	<b>The Predatory Nature of Human Existence</b>  Of Mice and Men	-Understanding of context in America and political issues -Analysis of writer's methods with a focus on language. -Analysis of writer's intentions - Developing vocabulary -Formulating an opinion on a text.	READING SKILLS Understanding and Response Analysis of Language and Structure Connections *writing skills and opportunities will be embedded	<b>Revisiting:</b> - Themes of social inequality Y8 'Blood Brothers' and social injustice Y7 'Stone Cold' and Y9 'A Christmas Carol'. - Analysis of writer's methods and intention <b>Developing:</b> -Formulating an opinion on a text to develop skills required for English Language Paper 1, particularly Question 4, studied at KS4.
Year 9 Spring Term 2	<b>Politics</b>  Non-Fiction	- Explicit teaching of politics: parliament, government, dictatorship, democracy.	READING SKILLS Understanding and Response	<b>Revisiting:</b> -Writing skills acquired in Y7 and Y8 for Non-Fiction Writing. - Links themes covered in literary texts including Margaret Thatcher Studied in Y8 'Blood Brothers'

	Writing	<ul style="list-style-type: none"> <li>-Study of leaders of the past and leaders of today.</li> <li>-Non-Fiction text types</li> <li>-Understanding audience</li> <li>-Understanding purpose: argue, persuade, explain and advise.</li> <li>-Formulating an opinion</li> <li>-Using Paragraphs</li> <li>-SPaG</li> <li>-Ambitious Vocabulary</li> <li>-Standard English</li> <li>-Debate opportunities</li> <li>-Spoken language skills</li> </ul>	<p>Analysis of Language and Structure Connections</p> <p>AND</p> <p>WRITING SKILLS Content and Organisation Technical Accuracy</p>	<p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- General and basic literacy skills</li> <li>- Knowledge for non-fiction writing needed in at KS4</li> <li>-Ability to formulate an opinion relevant for the English Language and the Spoken Language unit at KS4.</li> <li>- Cultural capital allowing student access an understanding of politics</li> </ul>
Year 9 Summer Term 1	<p><b>Tragic Hero</b></p> <p>Macbeth</p>	<ul style="list-style-type: none"> <li>-Jacobean context</li> <li>-Shakespearean context</li> <li>-Understand elements of a tragedy</li> <li>-Analysis of themes including tragic hero.</li> <li>-Reading and comprehension</li> <li>-Dramatic methods</li> <li>-Analysis of writer's methods and intentions</li> <li>-Comparisons across the text</li> </ul>	<p>READING SKILLS Understanding and Response Analysis of Language and Structure Connections</p> <p>*writing skills and opportunities will be embedded</p>	<p><b>Revisiting:</b></p> <ul style="list-style-type: none"> <li>- Shakespeare and the study of themes and dramatic methods studied in Y7 for 'Romeo and Juliet' and Y8 for 'Twelfth Night'.</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- Analysis of Writer's methods and intentions for KS4</li> <li>-Knowledge of Shakespearean text for KS4</li> </ul>
Year 9 Spring Term 2	<p><b>War Poetry</b></p> <p>War Poetry</p>	<ul style="list-style-type: none"> <li>-Study of themes found within war poetry.</li> <li>- Study of poetic devices including language, pace and structure.</li> <li>- Steps into analysing unseen poetry</li> <li>-Reading and comprehension</li> <li>-Analysis of writer's methods and intentions</li> <li>- Comparing similarities and differences between poems</li> </ul>	<p>WRITING SKILLS Content and Organisation Technical Accuracy</p> <p>SPEAKING AND LISTENING</p> <p>*reading skills and opportunities will be embedded</p>	<p><b>Revisiting:</b></p> <ul style="list-style-type: none"> <li>-Poetic devices introduced in Y7 and Y8 poetry.</li> <li>-Themed approach to poetry as studied in Y8 'Nature Poetry'.</li> </ul> <p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>- Analysis of unseen poetry revisited again in KS4</li> <li>- Contextual knowledge of War relevant to 'Power and Conflict' Poetry studied at KS4.</li> <li>-Comparison of poems relevant at KS4 for both 'Power and Conflict' and 'Unseen Poetry'.</li> </ul>