

KS3 English Curriculum Map

Year 7: exploring the self						
How are we able to express ourselves? Non-fiction Debate writing	How do writer's express themselves (faster read)? Fiction Reading unit	How can we express our identity? Poetry Reading Unit	Are we born heroes or villains? Shakespeare Extract reading	How do writer's express themselves? (the Gothic) <ul style="list-style-type: none"> ○ Hybrid unit ○ Descriptive writing outcome ○ Supported by extract-based reading 	How has the way we express ourselves changed over the last 100 years? 19 th Century fiction reading	English Speaking Board (one lesson every two weeks)
Pedagogy Please see Appendix A: Mastery Curriculum Content Map						Pedagogy
						<ul style="list-style-type: none"> • Please see appendix B: ESB overview
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
Language: Anecdote Rhetorical questions Litotes Hyperbole Direct address Emotive Language Types of Repetition List of Three Connotation Denotation Audience Target Audience Fact Opinion Structure: Repetition Effective openings Bookending Counter-Argument Topic sentences Discourse markers Effective openings	Language: Skimming Scanning Explicit Implicit Summaries Predictions Structure: Tension Narrative Perspectives Characterisation Exposition Rising Action Foreshadowing Embedding evidence	Language: Personification Alliteration Connotation Denotation Imagery Metaphor Onomatopoeia Pathetic fallacy Plosives Simile Symbolism Theme Tone Structure: Rhyme Rhythm Stanza/quatrain Speaker Subject	Language: Simile Metaphor Symbolism Imagery Alliteration Structure: Rhyme Rhythm Tension Characterisation Comparisons Theatre Performance	Language: Tone Direct speech Simile Metaphor Symbolism Imagery Pathetic fallacy Semantic field Motif Personification Structure: Exposition Characterisation Tension Rising action	Language: Simile Metaphor Symbolism Imagery Pathetic fallacy Direct speech motif semantic field Skimming Scanning Explicit Implicit Summaries Structure: Foreshadowing Tension Narrative perspectives Characterisation Exposition	Direct speech Colloquialism Emotive Language Imagery Theme Tone Visual aid Content Voice Communication Repetition Effective openings Bookending Counter-Argument Narrative perspectives Effective openings Effective endings Style Visual aid
Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention
Spellings and Definitions tests (as homework) Recall starter activities Poster Presentation on Topic Whole Class debate	Spellings and Definitions tests (as homework) Recall starter activities Questioning Formal Assessment: Reading: Comprehension based on Faster Read text Writing: Non-fiction writing task	Spellings and Definitions tests (as homework) Recall starter activities Questioning Poster Presentation of poems studied Write own poem about their lives	Spellings and Definitions tests (as homework) Recall starter activities Questioning Poster Presentation of Shakespeare plays studied Group Play based on own Heroes and Villains characters	Spellings and Definitions tests (as homework) Recall starter activities Questioning Write own Gothic story	Spellings and Definitions tests (as homework) Recall starter activities Questioning Formal Assessment: Reading: Comprehension based on Great Expectations text Writing: Narrative writing based on an image (gothic)	There will be 3 teacher assessments during term 1, term 2 and term 3 Speech: Who am I? - a 4 minute introduction to the student and their interests/ hobbies Reading: A 200 word reading from a novel of your choice that includes dialogue Recital: A poem recited from

						memory 30 pupils entered for official ESB examination, those remaining to complete full exam
Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital
<p>Links to the 'real world' – engaging in context from prejudice and discrimination during the present, and of other times and cultures through history and the authors who took inspiration from then, both past and present</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Exposure to the lives/viewpoints of others through creative writing</p> <p>History / opinions/ criticisms</p>	<p>Developing Literacy Skills and whole text organization – exploration of how authors present identity and other cultures</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Exposure to the lives/viewpoints of others through creative writing</p> <p>History / opinions/ criticisms</p>	<p>Links to the 'real world'- how poetry can show the real world and explore identity and culture, and the poets who took inspiration from them, both in the past and the present</p> <p>Engaging with changes seen to the self and identity over time</p> <p>Exposure to the lives/viewpoints of others through creative writing</p> <p>History / opinions/ criticisms</p> <p>Enrichment: Poetry Workshops- invite poet into school</p>	<p>Links to the 'real world'- how theatre can show the real world and explore identity and culture, and the playwrights who took inspiration from them, both in the past and the present</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Exposure to the lives/viewpoints of others through creative writing</p> <p>History / opinions/ criticisms</p> <p>Enrichment: Trip to see performance</p>	<p>Links to the 'real world'- how literature can show the real world and explore identity and culture, and the writers who took inspiration from them, both in the past and the present</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Exposure to the lives/viewpoints of others through creative writing</p> <p>History / opinions/ criticisms</p> <p>Enrichment: Creative writing Workshops</p>	<p>Links to the 'real world'- how literature can show the real world and explore identity and culture, and the writers who took inspiration from them, both in the past and the present</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Exposure to the lives/viewpoints of others through creative writing</p> <p>History / opinions/ criticisms</p>	<p>Links to the 'real world' – engaging Spoken Language tasks to help develop their communication skills they will need to be successful in the real world</p> <p>Engagement with the changing ways people communicate</p> <p>Presentation skills</p> <p>Consideration of their own identity/culture from speech</p> <p>IT skills to develop visual aids and support</p>
Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular
<p>History- speeches from key Historical figure</p> <p>PHSE – emotions and identity explore through key extracts and discussion</p>	<p>Literacy- all subjects</p>	<p>Music- Lyrics/ rhythm Explicit links to different music influences on poetry around the world</p>	<p>Drama- stagecraft and the theatre</p>	<p>History- Victorian Britain</p>	<p>History- Victorian Britain</p>	<ul style="list-style-type: none"> All subjects: spoken language ICT creating PowerPoint/visual aids

Year 8: Voices and Perspectives

What is Prejudice and discrimination?
 Article writing/ Literary non-fiction HT1
 Fiction Reading unit-Of Mice and Men HT2

How do great writers convey different identities?
 The art of Story: Narrative writing HT3
 Shakespeare: Voices and perspectives HT4
 Poetry: Voices and perspectives HT5

How can we explore different cultures?
 Travel Writing HT6

Pedagogy Please see Appendix A: Mastery Curriculum Content Map

Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
<p>Prejudice Discrimination</p> <p>Language</p> <p>Direct speech Colloquialism Motif Emotive Language Imagery Symbolism Theme Tone Juxtaposition</p> <p>Structure</p> <p>Repetition Effective openings Bookending Counter-Argument Narrative perspectives Headlines Effective openings Effective endings Embedding Evidence</p>	<p>Language</p> <p>Symbolism Imagery Colloquialism Semantic Field Skimming Scanning Explicit Implicit Summaries Predictions</p> <p>Structure</p> <p>Exposition Climax Catalyst Tension Resolution Narrative strategies Rising action Falling action Foreshadowing Characterisation Dialogue embedding evidence</p> <p>Form</p> <p>Stock characters Novella</p>	<p>Language</p> <p>Direct speech Symbolism Motif</p> <p>Structure</p> <p>Exposition Climax Catalyst Tension Resolution Narrative strategies Rising action Falling action</p>	<p>Language</p> <p>Simile Metaphor Symbolism Imagery Alliteration Assonance Sibilance Genre</p> <p>Structure</p> <p>Prose and verse Tension Characterisation Soliloquy Dramatic irony</p> <p>Form</p> <p>Theatre Genre Stock characters</p>	<p>Language</p> <p>Simile Extended metaphor Connotation Denotation Symbolism Sensory Imagery Pathetic fallacy Motif Anthropomorphism Zoomorphism Antithesis/juxtaposition Personification Alliteration Tone Onomatopoeia</p> <p>Structure</p> <p>Prose and verse Internal Rhyme Rhythm Caesura Enjambment Stanza Refrain Speaker Subject varied line length First/second/third person</p> <p>Form</p> <p>Sonnet Dramatic monologue Literary periods Ballad Lyrical poetry Narrative poetry Epic poetry</p>	<p>Language</p> <p>Tone Anecdote Rhetorical questions Litotes Hyperbole Personification Simile Metaphor Imagery Semantic field Irony Time adverbials Sentence adverbials</p> <p>Structure</p> <p>Personal perspective Non-chronological Narrative hook Narrative strategy</p>

Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention
<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning</p> <p>There will be 2 teacher assessments during beginning week 3 and during 6 (giving a few weeks for correction and re-writing)</p> <p>Writing: Compose a newspaper article outlining the events of Sophie Lancaster's murder, using Black Roses as inspiration:</p> <p>Writing: Imagine you are going to persuade your school to leave discrimination and prejudice behind.</p> <p>Your job is to convince them that prejudice and discrimination should be left in the past, but still trouble the present, and threaten the future.</p> <p>Write a letter to the school Headteacher persuading him to adopt your ideas.</p>	<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning</p> <p>Reading: Students to perform 250 word reading from text, including dialogue</p> <p>Formal Assessment (provisionally timetabled week 6): Reading: Comprehension based on OMAM Writing: Non-fiction writing task based on Prejudice and discrimination</p>	<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning</p> <p>There will be one teacher assessment during week 6 of this half term</p> <p>Writing: The opening of a story (5-6 paragraphs) that uses sophisticated, non-chronological narrative strategies</p>	<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning Repeating key ideas learned in year 7</p> <p>There will be two teacher assessments during the beginning of week 3 and during week 5</p> <p>Writing: Group play/ performance featuring under-represented characters</p> <p>Reading: A synoptic analytical essay focused on the presentation of a Shakespeare character in a performance (Inc. language)</p>	<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning</p> <p>There will be two teacher assessments during the beginning of week 3 and during week 5</p> <p>Spoken Language: a recital of a poem from heart</p> <p>Reading: an analytical essay about one poem (challenge- comparison) students have studied exploring how poets use structure and perspective to convey their ideas about Perspectives and Voices</p>	<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning</p> <p>Presentation of own designed nation</p> <p>Formal Assessment (provisionally timetabled week 4): Reading: Comprehension based on Poem (focus on structure) Writing: Narrative writing (linked to HT3)</p>
Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital
<p>Links to the 'real world' – engaging in context from prejudice and discrimination during the present, and of other times and cultures through history and the authors who took inspiration from then, both past and present</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Presentation skills</p> <p>Exposure to the lives/viewpoints of others through creative writing</p> <p>History / opinions/ criticisms</p>	<p>Links to 'real world'- explicit focus on groups of people and their mistreatment in the context of prejudice in the past</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Literacy</p> <p>Exposure to the lives/viewpoints of others</p> <p>History / opinions/ criticisms</p> <p>Enrichment: Performance of OMAM</p>	<p>The role of writers and authors in society. How they explore identity, culture and perspective</p> <p>Literacy</p> <p>Enrichment: Writing workshop</p>	<p>Links to 'real world'- explicit focus on groups of people and their mistreatment in the context of prejudice in the past</p> <p>Exploring English literary heritage- Shakespeare</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Spoken Language opportunities</p> <p>History / opinions/ criticisms</p> <p>Enrichment: theatre performance/ visit</p>	<p>Links to 'real world'- explicit focus on groups of people and their mistreatment in the context of prejudice in the past</p> <p>Exploring English Literary heritage: Poetry</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Spoken Language opportunities</p> <p>History / opinions/ criticisms</p> <p>Enrichment: Poetry workshop</p>	<p>Links to 'real world' – exploration of different cultures and the ways they perceive their own identities, and how we perceive theirs.</p> <p>Spoken language opportunities</p> <p>Criticisms/ opinions</p>
Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular	Cross Curricular
<ul style="list-style-type: none"> History – links to American Civil rights (and other moments/places/eras through time) Taking on the persona of people from the past and future. 	<ul style="list-style-type: none"> History – links to American Civil rights (and other moments/places/eras through time) Taking on the persona of 	<ul style="list-style-type: none"> History- Taking on the persona of people from the past and future. Citizenship/careers – exposure to morals and messages of 	<ul style="list-style-type: none"> History – links Tudor/ Elizabethan England (and other moments/places/eras through time) Taking on the persona of 	<ul style="list-style-type: none"> History – links to context (and other moments/places/eras through time) Taking on the persona of 	<ul style="list-style-type: none"> Geography- looking at other cultures/ countries SMSC – Religion and awareness of cultures

<ul style="list-style-type: none"> Citizenship/careers – exposure to morals and messages of the Christian religion. SMSC – Religion and awareness of cultures. 	<p>people from the past and future.</p> <ul style="list-style-type: none"> Citizenship/careers – exposure to morals and messages of the Christian religion. SMSC – Religion and awareness of cultures Literacy 	<p>the Christian religion.</p> <ul style="list-style-type: none"> SMSC – Religion and awareness of cultures <p>Literacy</p>	<p>people from the past and future.</p> <ul style="list-style-type: none"> Citizenship/careers – exposure to morals and messages of the Christian religion. SMSC – Religion and awareness of cultures 	<p>people from the past and future.</p> <ul style="list-style-type: none"> Citizenship/careers – exposure to morals and messages of the Christian religion. SMSC – Religion and awareness of cultures 	
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Year 9: English Heritage				
<p>How did life in Victorian Britain impact the modern world?</p> <ul style="list-style-type: none"> Hybrid unit Literary non-fiction writing outcome Supported by extract-based reading/ <p><i>(The Greatest Showman/ Victorian Freakshows/ The Elephant Man/ Victorian Conditions/ Victorian Gothic short stories/ Victorian poetry) HT1 & 2</i></p>	<p>How do great writers convey love and relationships?</p> <p>Blood Brothers HT3 Romeo and Juliet HT4 Poetry (modern and heritage) HT5</p>			<p>Spoken Language</p>
<p>Pedagogy: Please see Appendix A: Mastery Curriculum Content Map</p>				
Literacy	Literacy	Literacy	Literacy	
<p>Language</p> <p>Tone Anecdote Imagery Semantic Field Irony Time adverbials Sentence adverbials Superlatives Fact Opinion Symbolism Imagery Colloquialism Semantic Field Skimming Scanning Explicit Implicit Summaries</p> <p>Structure</p> <p>Personal Perspective Narrative Strategy Effective openings Repetition Exposition</p>	<p>Language</p> <p>Imagery Symbolism</p> <p>Structure</p> <p>Exposition Climax Catalyst Tension Resolution Narrative strategies Rising action Falling action Dramatic irony Prose and Verse Characterisation Narrative voice</p> <p>Form</p> <p>Dramtic Monologue Stage Directions Musical Theatre Theatrical Conventions Tragedy</p>	<p>Language</p> <p>Imagery Symbolism Oxymoron Motif</p> <p>Structure</p> <p>Prose and verse Rhyme Rhythm Tension Characterisation Iambic pentameter Soliloquy Dramatic irony</p> <p>Form</p> <p>Stage directions</p>	<p>Language</p> <p>Simile Extended metaphor Connotation Denotation Symbolism Sensory Imagery Pathetic fallacy Motif Antithesis/juxtaposition Personification Alliteration Tone Onomatopoeia</p> <p>Structure</p> <p>Prose and verse Internal Rhyme Rhythm Caesura Enjambment Stanza Refrain Speaker Subject varied line length First/second/third person</p>	<p>Language</p> <p>Tone Imagery Voice Formal/informal Audience Rhetorical question Anecdote Direct speech Emotive language Colloquialism</p> <p>Structure</p> <p>Personal Perspective Narrative hook Speaker Subject varied line length Repetition Effective openings Bookending Counter-Argument Narrative perspectives Dramatic monologue Speeches</p>

<p>Climax Catalyst Tension Resolution Rising action Falling action Foreshadowing Characterisation Dialogue Narrative voice Topic Sentences Embedding evidence Effective Introduction Effective conclusions Comparisons</p> <p>Form</p> <p>Memoir Letters Reportage Stock characters Short stories</p>			<p>Form</p> <p>Sonnet Dramatic monologue Literary periods Ballad Lyrical poetry Narrative poetry Epic poetry</p>	
Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention	Assessment / Retention
<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning</p> <p>There will be 3 teacher assessments during beginning week 3, during 5 (giving a few weeks for correction and re-writing) and during 8</p> <p>Writing: Produce a memoir of a Victorian child</p> <p>Reading: A synoptic analytical essay on Victorian non-fiction text</p> <p>Spoken Language: recital of Victorian text</p> <p>Formal Assessment (provisionally timetabled week 12): Reading: Comprehension based on Victorian non-fiction Writing: Non-fiction writing task based on Victorian text</p>	<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning</p> <p>There will be 2 teacher assessments during beginning week 3 and during 5 (giving a few weeks for correction and re-writing)</p> <p>Writing: Group play</p> <p>Poster presentation for key events of Blood Brothers, supported by quotes and analysis</p>	<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning</p> <p>Poster presentation for key events of Romeo and Juliet, supported by quotes and analysis</p> <p>Formal Assessment (provisionally timetabled week 12): Reading: Comprehension/ analytical based on Blood Brothers Reading: Comprehension/ analytical based on Romeo and Juliet</p>	<p>Spellings and Definitions tests (as homework) Recall starter activities Questioning</p> <p>There will be 1 teacher assessments during week 5 (giving a few weeks for correction and re-writing)</p> <p>Synoptic comparison of poems</p>	Spoken Language Study
Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital	Cultural Capital
<p>Links to 'real world'- explicit focus on groups of people and their representation in the past</p> <p>Exploring English Literary heritage: non-fiction (exposure to historical texts)</p> <p>Engagement with the changing perspectives of groups of people</p> <p>Spoken Language opportunities</p> <p>History / opinions/ criticisms</p>	<p>Exploring English Literary Heritage- drama</p> <p>Links to real world- exploration of 1980s and how they have impacted on today's world- links to modern 20th Century Britain, offering study of culture and Identity</p> <p>Literacy</p>	<p>Exploring English literary heritage- Shakespeare</p> <p>Links to real world- exploration of love, family and relationships and how they have changed, and comparisons to realistic relationships</p> <p>Shakespeare's theatre</p>	<p>Exploring English literary heritage- poetry</p> <p>Links to real world- exploration of love, family and relationships and how they have changed, and comparisons to realistic relationships. Exploration of relationships during the present, and of other times and cultures through history and the authors who took inspiration from</p>	<p>Links to the 'real world' – engaging Spoken Language tasks to help develop their communication skills they will need to be successful in the real world</p> <p>Engagement with the changing ways people communicate</p> <p>Presentation skills</p>

<p>Enrichment: Visit to Victorian childhood museum Spooky Sleepover- writing Victorian style gothic ghost stories</p>	<p>Spoken language study History / opinions/ criticisms Enrichment: performance/ trip to theatre</p>	<p>History / opinions/ criticisms Enrichment: performance/ trip to theatre</p>	<p>then, both past and present Engagement with the changing perspectives of groups of people about relationships and ideas Presentation skills Exposure to the lives/viewpoints of others through creative writing History / opinions/ criticisms Enrichment: poetry event</p>	<p>Consideration of their own identity/culture from speech IT skills to develop visual aids and support</p>
<p>Cross Curricular</p>	<p>Cross Curricular</p>	<p>Cross Curricular</p>	<p>Cross Curricular</p>	<p>Cross Curricular</p>
<p>History- exploration of Victorian life SMSC- awareness of other changes to our cultures/ perceptions Music- Victorian music conventions Food tech- Victorian recipes</p>	<p>Drama- potential performance from students History- modern history PHSCE- exploration of family and relationships</p>	<p>Drama- potential performance from students PHSCE- exploration of family and relationships</p>	<p>PHSCE- exploration of family and relationships SMSC- awareness of other cultures/ perceptions</p>	<p>All subjects: spoken language • ICT creating PowerPoint/visual aids</p>