KS3 English Curriculum Map

Unit	Year	Focus	Topic	Intent statement	Writing skills	Reading skills	Techniques studied	SPAG	Text/s studied

1	7	Genre:
		• Variety of genre types
		• Developing empathy for characters
		• Exploring character stereotypes
			Genre exploration	In this introductory unit, students will begin to explore and consider the impact and construction of a variety genres.
				   Students will be encouraged to consider how context shapes genres and characters and how readers respond to them through our own personal context.
				   In order to further develop students' knowledge of, and ability to have empathy for characters, they will explore texts with unusual characters, or characters who are in situations that vastly differ from their own.
				   Students will also be given opportunities to explore how different genres engage reader and to begin mimicking genre construction in their own writing.
					• Creating description using language devices
					• Subverting stereotypes
					• Fable creation
					• Writing in character
					• Narrative writing
						• Comprehension
						• Character evaluation
						• What/how/why paragraphs (DART assessed)
						• Quotation analysis
						• Expanding on and elaborating ideas
						• Prediction
						• Quotation hunting
						• Character analysis
						• Character tracking
						• Context
						• Structure
						• Development of character
						• Inference
							• Language devices
							• Enjambment
							• Caesura
							• Asyndetic listing
							• Imperative verbs
							• Foreshadowing
							• Grammar: sentence structures
							• Genre conventions
							• Juxtaposition
							• Foreboding
							• Fretag's pyramid
								• Variety of ways to start sentences
								• Parenthesis
								• Sentence construction
									Extracts from:
									'The Hobbit' by Tolkein
									'Stardust' by Gaiman
									'Larklight' by Aster
									'Good Omens' by Gaiman and Prachett
									
									'Medusa' by Duffy
									'Medusa' by Burton
									'Who Let The Gods Out?' By Evans
									
									'1984' by Orwell
									'Floodland' by Sedgewick
									
									'In The Shadow Of The Wolf Queen' by Milwood Hargrave
									
									'The Speckled Band' by Conan Doyle
									'Wrath' by Sedgwick
									'Truly Devious' by Johnson
									
									'Dreadwood' by Killick
									
									'The Vanquishers' by Bayron
									'The Witches of Pendle' by Fielding
									
									'The Enigma Game'
									
									'Girl Boy Sea' by Vick

2	7	Character development
		• How characters change
		• Emotional changes and influences faced by characters
		• Impact of societal issues such as sexuality and racism
			'The Curious incident Of The Dog In The Night Time'	Students begin to build and develop their understanding and empathy with characters and consideration of how writers uses a variety of techniques to position and manipulate the readers.
				   Students will be given various opportunities to explore and understand a range of different perspectives and experiences with a strong SEND focus due to the protagonist.
				   Students will have a strong understanding of the range of ways people experience issues such as loss and making themselves heard when they are neurodiverse.
				   Students will begin working towards understanding how to create more in-depth pieces of writing that focus on multiple ideas.
					• Writing in perspective
					• Report
					• Leaflet
						• Summary
						• Comprehension
						• Adjective selection
						• Character evaluation
						• What/how/why paragraphs (DART assessed)
						• Quotation analysis
						• Expanding on and elaborating ideas
						• Tension tracking
						• Prediction
						• Quotation hunting
						• Character analysis
						• Character tracking
						• Context
							• Symbolism
							• Writing for a purpose
							• Transactional writing
									'The Curious incident Of The Dog In The Night Time.'

						• Structure • Development of character			

3	7	Presentation and performance through characters
		• Power of speech
		• Consideration of character through their staging
		• Development of perspective
			'A Midsummer Night's Dream '	Students will begin this unit by exploring rhetoric, its history and its use as a device. This focus on rhetorical will develop students' understanding as to the varied and more unusual aspects of language construction and use. A range of authors will be explored, but Shakespeare's writing will be explored as a springboard for the later play to be studied.
				    This mini unit will then feed into Shakespeare's 'A Midsummer Night's Dream'. The focus on language use and construction will continue as students study the play and appropriate linked poetry.
				    Students will continue to build upon their contextual understanding of the back ground to Shakespeare plays and understand how this then influences the text.
					• Writing to explain / advise (how to create a love potion)
					• Creative writing using a poem as stimulus OR creative writing in poetic form (DART assessed)
					• Speech writing
						• Summary
						• Comprehension
						• What/how/why paragraphs (DART assessed)
						• Quotation analysis
						• Quotation hunting
						• Character analysis
						• Context
						• Structure
							• Ethos/pathos/logos
							• Staging
							• Comic relief
							• Iambic pentameter vs. prose
							• Foil characters
							• Caesura (AFSong)
							• Sibilance (FSong)
								• Punctuation for emphasis (Act 1 of AMSD)	Various speeches
									
									'A Fairy Song' by W Shakespeare
									
									'Fairy Song' by L M Alcott
									
									'A Midsummer Night's Dream' by W Shakespeare

1	8	Genre • Courtly love • Shakespearean tragedy and love Character Time period appropriate character representations	'Romeo and Juliet'	Through a feminist lens, students will explore the story of 'Romeo and Juliet' and consider the portrayal of this text as a tragic love story. Previous units that have focused on language use will contribute to students' consideration of Shakespeare's intentions in the representations shown in the play. The exploration of context from Yr 7's Shakespeare unit will also feed into this unit as students consider the impact that a patriarchal society has on the marginalisation of female actions and voices in the play.	• Conversation creation • letter from Romeo (courtly love conventions + inclusion of a sonnet) •	• Quotation selection • Comprehension • Quotation analysis • Character analysis • Imagery search • What / how / why (DART assessed)	• Oxymoron • Structure		'Romeo and Juliet

2	8	Genre conventions
		• Types
		• Consideration of how convention shapes genre and how this can alter over time
		• Use of convention genres
			Gothic Literature	Students will have continued to build upon their general understanding of how to read, comprehend, select and analyse language.
				    Students will be given a variety of extracts that focus on gothic literature and span from 19th century to 21st. Through these extracts, they will begin to explore the use of conventions and stereotypes and their impact on specific genres.
				    Students will revisit writing creatively for both descriptive and narrative writing (building upon KS2 skills and those revisited in the initial Yr7 unit) and will develop their ability to mimic the writing skills of writers such as Dickens.
					• Writing in the style of *author*
					• Setting description creation
					• Writing a description
						• Conventions of texts and identifying them in example texts
						• Inferring (using title)
						• Context & linking to text
						• Predictions
						• Language selection and analysis
						• Poetry deconstruction and discussion
						• Poetry structure
						• What/how/why paragraph (s) (DART assessed)
							• Structure
							• Five senses
							• Suspense
							• Language devices (pathetic fallacy)
									'The Yellow Wallpaper' by C Perkins Gilman
									
									'Dracula' extracts by B Stoker
									
									Gothic case study: Dracula
									
									'Woman in Black' extracts by S Hill
									
									'Porphyria's Lover' by R Browning

3 & 4	8	Character behaviour linked to genre conventions		Students will work on linking back to their prior knowledge of genre exploration and understanding of fantasy novels. Throughout the unit, students will develop an understanding of stereotypical genre-based behaviour from the protagonists within the novel and will also seek to develop their understanding of issues	• Writing using specific sentence structures • Writing a narrative (DART assessed) • Writing to describe	• Prediction • Character tracking • What/how/why paragraphs (DART assessed) • Quotation analysis • Quotation hunting	• Grammar: sentence structures • Genre conventions • Juxtaposition • Foreshadowing • Language devices		'Once Upon A Fever' by Walker

				requiring empathy such as dealing with an ill parent, family dysfunction and individual relationships. Students will build upon their knowledge of analysis and will also work on their ability to craft texts that work within the conventions of genre.		- Character analysis - Context - Structure	- Debating - Fretag's pyramid - Editing - Antagonist characters		
5 & 6	8	Political issues and their impact on character voices and action	'The Lies We Tell Ourselves'	Students explore a novel through the context of 1950s America with a focus on homosexuality and racism. Throughout this unit, students will consider the impact that the issues have on the characters and how this shapes their lives and reactions to events.	- Writing using specific sentence structures - Writing to argue (DART assessed) - Writing to describe	- Prediction - Character tracking - What/how/why paragraphs (DART assessed) - Quotation analysis - Quotation hunting - Character analysis - Context - Structure	- Grammar: sentence structures - Genre conventions - Juxtaposition - Foreshadowing - Language devices - Debating - Fretag's pyramid - Editing - Antagonist characters		'The Lies We Tell Ourselves' by R Talley
1	9	The problematic play in a modern context	'The Taming of the Shrew'	This unit will begin to bring together previous strands of study for students in order to support their understanding of character, theme and the impact of context. Through a modern lens, students will focus on how characters are portrayed and audiences manipulated and how these representations are considered problematic by modern audiences. Students are encouraged to consider the place of Shakespeare in the current era. .	Writing in character	- Context - Setting analysis - Setting exploration - Comprehension - Character exploration - What/why/why paragraphs - Cloze - Quotation selection - Character development - Reaction / emotion tracking - Prediction - Comparison of ideas / themes	- Language devices (sibilance, basic devices and pathetic fallacy) - Foreshadowing - Symbolism - Allegory - Theme		'The Taming of the Shrew' by Shakespeare
3	9	Character study - Character power - Gender roles - Consideration of societal issues such as poverty on characters - Character development	'Pygmalion'	In this unit, students will continue to develop their understanding of how genre is influenced by context. Context is a key focus of this unit as students will not only consider its impact on genre, but also how it shapes the construction of characters. This play also seeks to continue to focus on students' understanding of the representation of gender within a text and the issues that can be associated with a modern audience's response. Students will also be encouraged to explore the concepts of misaligned power within a text between characters and how this shapes them and their behaviours.	- Script writing - Guide writing / writing to advise	- Summary - Character evaluation - What/how/why paragraphs (DART assessed) - Quotation analysis - Quotation hunting - Character analysis - Character tracking - Context - Structure - Development of character	- Dialect - Staging		'Pygmalion' by G B Shaw
5	9	Genre and character creation exploration	Writing that works	'Writing that works' is designed to expose students to a range of texts that are used to inspire a range of different writing skills. Students will discover how to hook and consistently engage their readers.	- Structure subversion - POV - Structure & types - Twist ending - Omission	- Comprehension - POV analysis - Structure - Language analysis	- Enigma - Twist ending - Foreshadowing - Theme - Structure		'The Landlady' by R Dahl 'Love is a word, not a sentence' by L Kessler

				The texts chosen continue the department's message of inclusivity and empowerment and are designed to ensure that students engage with literature from a wide range of voices.	• Circular narrative • Narrative • Sandwich • Titles to hook reader	• What / how / why paragraph		'TEXT Eleven' by S Cisneros 'The Diamond Necklace' by G de Maupassant 'The Lottery' by S Jackson
5		Theme and character • Exploration of poems via a common theme (power) • Consideration of voice within the poems • Engagement with the form of power demonstrated	Poetry	In this unit, there is a deliberate consideration of poem choices in order to develop both students' writing and reading skills. Students will use poems in this unit in order to develop their writing skills as a continuation of the 'Writing that Works' unit. Both of these units are designed to stimulate and develop students' creativity. This creativity comes from broadening the understanding of structure students already have in order to ensure that they can deliberately manipulate structure in their writing and to consider and explore writers' use of structure.	• Manipulation of sonnet form • Creative writing using poem as stimuli (descriptive or narrative)	• Analysis of specific form • Linking ideas and themes between poems • Unseen poetry skills • What/how/why paragraphs (DART assessed) • Theme tracking • Structure and form	• Language devices • Poetic devices • Structure • Form	'I took my power in my hand' by E Dickinson 'Jesus at the Gay Bar' by J Hulme 'To His Coy Mistress' by A Marvell 'If We Must Die' by C McKay 'The Soldier' by R Brooke 'Flag' by J Agard
1	10	Literature: 'Macbeth'	GCSE text & linked skills	(4 lessons a fortnight) Students will focus on developing their confidence and understanding of Shakespeare in this topic. They will continue to develop their knowledge of the impact of context alongside an understanding of how Shakespeare seeks to manipulate language for effect.	(Across both Literature and Language where appropriate) • Writing using specific sentence structures • Writing a narrative (DART assessed) • Writing to describe	(Across both Literature and Language where appropriate) • Context • Setting analysis • Comprehension • Character exploration • What/why/why paragraphs • Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Three act play • Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense • Cyclical narrative	'Macbeth' by Shakespeare Various texts but predominately a 'Life of Pi' extract
		Language Paper 1	GCSE skills	(2 lessons per fortnight) This unit is designed to bring together student knowledge on text analysis, structure, evaluation and creative writing. The Section A skills of the paper (analysis, structure and evaluation) are linked to prior knowledge the students have. These skills are then linked closely to the specifics required at GCSE. For the creative aspect of the exam paper, students link back to their Year 9 module, 'writing that works.' Students seek to develop a consistency to their writing during this topic, as well as an ability to engage the reader.				
2	10	'A Christmas Carol'	GCSE text & linked skills	(4 lessons a fortnight) This topic continues students' understanding of how writers try to impart a message to their readers. Students further develop their understanding of how context influences and impacts a novel through the consideration of well-known ideas such as the Malthusian theory. Students also continue to develop their understanding of how to write in the correct style for GCSE and explore how to create convincing ideas within essays.	(Across both Literature and Language where appropriate) • Writing using specific sentence structures • Writing a narrative (DART assessed) • Writing to describe	(Across both Literature and Language where appropriate) • Context • Setting analysis • Comprehension • Character exploration • What/why/why paragraphs	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding	'A Christmas Carol' by Dickens Various extracts for the Language papers

		Continuation of Language Paper 1 (until Easter) Language Paper 2	GCSE skills	As above in module 1. (2 lessons per fortnight) This unit seeks to continue to develop the skills students worked on for Language Paper 1. The Section A skills of the paper (analysis and summary) are linked to prior knowledge the students have. These skills are then linked closely to the specifics required at GCSE. For the creative aspect of the exam paper, students link back to previous units in which they are studied various writing purposes and genres. Students seek to develop a consistency to their writing during this topic, as well as an ability to engage the reader. Students begin to explore how to make their voice and perspective clear and known to the reader, with consideration of the writing's purpose.	• Building logical argument • Word selection • Genre convention • Understanding how to write to explain, inform, persuade and argue	• Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes	• Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense • Cyclical narrative		
3	10	'An Inspector Calls' Introduction to Power and Conflict poetry Continuation of Language Paper 2	GCSE text & linked skills GCSE texts & linked skills GCSE skills	(4 lessons per fortnight) Designed to build upon students' contextual knowledge developed in Year 9 from their study such similar 19th century texts, students study the play 'An Inspector Calls.' This text focuses on introducing students to the GCSE style paper, as well as continuing to build and develop their ability to analyse and consider the contextual influences upon a text. (4 lessons a fortnight) Introduction to the AQA Power & Conflict poems in this unit is dependent upon the teaching of 'Macbeth.' In this unit, students will begin to develop their familiarity with poetry, how writers develop messages, structure and the use of poetic devices. (2 lessons a fortnight) As with module 2.	(Across both Literature and Language where appropriate) • Writing using specific sentence structures • Building logical argument • Word selection • Genre convention • Understanding how to write to explain, inform, persuade and argue	(Across both Literature and Language where appropriate) • Context • Comprehension • Character exploration • What/why/why paragraphs • Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense Cyclical narrative • Trochaic tetrameter • Iambic pentameter		'An Inspector Calls' by J B Priestley Poems: Ozymandias by Shelley London by Blake Extract from the Prelude by Wordsworth My Last Duchess by Browning The Charge of the Light Brigade by Tennyson Exposure by Owen Storm on the Island by Heaney Bayonet Charge by Hughes Remains by Armitage Poppies by Weir War Photographer by Duffy Tissue by Dharker The Emigree by Rumens Checking Out Me History by Agard Kamikaze by Garland
1	11	Power and Conflict poetry / Unseen poetry	GCSE texts & linked skills	(4 lessons a fortnight) Students will continue to explore the AQA Power and Conflict cluster. In this unit, students will begin to develop their familiarity with poetry, how writers develop messages, structure and the use of poetic devices. Unseen poetry will either be interwoven with the Power and Conflict cluster, or taught as an	(Across both Literature and Language where appropriate) • Writing using specific sentence structures • Writing a narrative (DART assessed)	(Across both Literature and Language where appropriate) • Context • Comprehension • Character exploration	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy)		Poems listed above.

		Language Paper 1 revision	GCSE skills	independent unit. This is dependent on the poetry skills completed in Year 10 and the students' understanding of poetry skills. In this unit, students will develop their understanding of how to analyse an unseen poem and how to effectively identify and analyse potential ideas and themes. (2 lessons a fortnight) Students will begin to revise the skills needed for this paper and the specific approaches to the questions that they first explored in Year 10.	• Writing to describe	• What/why/why paragraphs • Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes	• Foreshadowing / foreboding • Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense Cyclical narrative • Form		Various texts
2		'An Inspector Calls' revision Language Paper 1 revision		Students will begin to revise key aspects of plot, character and themes. They will secure their understanding of these and will continue to work on their ability to respond effectively in their GCSE exams. (2 lessons a fortnight) Students will begin to revise the skills needed for this paper and the specific approaches to the questions that they first explored in Year 10.	(Across both Literature and Language where appropriate) • Writing using specific sentence structures • Writing a narrative (DART assessed) • Writing to describe	(Across both Literature and Language where appropriate) • Context • Comprehension • Character exploration • What/why/why paragraphs • Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction Comparison of ideas / themes	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense		Text as before. Various texts
3	11	'Macbeth' revision Language Paper 2 revision		Students will begin to revise key aspects of plot, character and themes. They will secure their understanding of these and will continue to work on their ability to respond effectively in their GCSE exams. (2 lessons a fortnight) Students will begin to revise the skills needed for this paper and the specific approaches to the questions that they first explored in Year 10.	(Across both Literature and Language where appropriate) • Writing using specific sentence structures • Building logical argument • Word selection • Genre convention • Understanding how to write to explain, inform, persuade and argue	(Across both Literature and Language where appropriate) • Context • Comprehension • Character exploration • What/why/why paragraphs • Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense Cyclical narrative • Trochaic tetrameter • Iambic pentameter		Text as before. Various texts
4	11	'A Christmas Carol' revision		(4 lessons a fortnight) Students will begin to revise key aspects of plot, character and themes. They will secure their understanding of these and will continue	(Across both Literature and Language where appropriate)	(Across both Literature and Language where appropriate)	(Across both Literature and Language where appropriate)		Text as before.

		Language Paper 2		to work on their ability to respond effectively in their GCSE exams. (2 lessons a fortnight) Students will begin to revise the skills needed for this paper and the specific approaches to the questions that they first explored in Year 10.	• Writing using specific sentence structures • Building logical argument • Word selection • Genre convention • Understanding how to write to explain, inform, persuade and argue	• Context • Comprehension • Character exploration • What/why/why paragraphs • Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes	• Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense Cyclical narrative		Various texts
5	11	Power and Conflict poetry / unseen poetry Staff choice		(4 lessons a fortnight) Students will begin to revise key aspects of ideas, themes and narratives within the poems. They will secure their understanding of these and will continue to work on their ability to respond effectively in their GCSE exams. (2 lessons per fortnight) Staff will choose their own revision topics dependant on their class and what is required to support students effectively in the lessons before their exams.	Dependant on staff choice of Language Papers due to class need.	(Across both Literature and Language where appropriate) • Context • Comprehension • Character exploration • What/why/why paragraphs • Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense Cyclical narrative	5	Texts as before. Various texts