



KS3 Curriculum Map

Year 8	'War & Conflict'		'Outsiders'		'A Journey into History'	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks	7	8	5	6	8	5
Content WHAT will students learn?	<p>'Boy 87' Ele Fountain</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p>Context, dictatorship, democracy, recurring motif, <u>juxtaposition</u>, <u>ostracism</u>, segregation, injustice, inequality, hierarchy, discrimination, symbolism.</p>	<p>War Poetry</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p>Ostracism, inequality, rhythm, syllables, stanza, sibilance, metaphor, assonance, couplet, imagery, tone, <u>caesura</u>, <u>enjambment</u>.</p>	<p>Exploration of the Gothic genre</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p>Gothic, supernatural, suspense, tension, ostracism, foreshadowing, pathetic fallacy, contrast, foreboding, <u>antithesis</u>, <u>catharsis</u>, <u>allusion</u>.</p>	<p>'Of Mice and Men' John Steinbeck</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p>Context, ostracism, microcosm, segregation, injustice, inequality, <u>hierarchy</u>, discrimination, foreshadow, symbolism, <u>misogyny</u>.</p>	<p>'Romeo & Juliet' William Shakespeare</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p>Context, injustice, Prologue, soliloquy, aside, pathetic fallacy, Globe Theatre, Elizabethan Era, religious imagery, <u>hamartia</u>, <u>iambic pentameter</u>, <u>blank verse</u>.</p>	<p>Independent Research Project</p> <p>Key terms:</p> <p>Context, injustice, inequality, ostracism, discrimination.</p>
Approach: HOW will students approach this unit?	<p>*To read for meaning and understand viewpoint. *To analyse Fountain's narrative craft.</p> <p>*To consider the complex themes within the novel.</p> <p>*To understand the effects of setting, plot, and characterisation.</p>	<p>*To understand narrative perspective. *To analyse poetic craft. *To evaluate how themes and ideas are explored in poetry. *To write analytically about poetry. *To write creatively in response to poetry.</p>	<p>* To understand narrative perspective. *To analyse and emulate different writers' craft.</p> <p>* To read for meaning and understand viewpoint.</p>	<p>*To read for meaning and understand viewpoint. *To analyse Steinbeck's craft. *Understand how context shapes our understanding.</p> <p>*To consider the complex themes within the novel.</p> <p>*To understand the effects of setting, plot, and characterisation.</p>	<p>*Understand how context shapes our understanding. *To understand the form of the play. *To understand the conventions of the tragedy genre. *To understand how to adapt writing for a particular audience and purpose. *To write analytically about a play.</p>	<p>*To understand how to adapt writing for a particular purpose. * To apply their growing knowledge of vocabulary, grammar and text structure to their writing. *To practise the skill of editing and redrafting. *Write confidently and effectively using Standard English.</p>



KS3 Curriculum Map

<u>Assessment & Skills</u> <i>(Formative assessments to take place throughout the unit. Dates + tasks outlined in the unit sequence.)</i>	Week 7: (R) Analytical essay CF, E, Z, AQ, WT, KW, CON, <u>ER</u> , <u>WM</u>	Week 7: (R) Analytical essay CF, E, Z, AQ, WT, <u>S</u> KW, ER, <u>WM</u>	Week 5: (W) Creative writing <u>NV</u> , ENG, AV, AP, WT, <u>S/T</u> , SO, SI, <u>SS</u>	Week 7: (R) Analytical essay CF, E, Z, AQ, WT, KW, CON, <u>ER</u> , <u>WM</u>	(S&L) Group debate : CR, LI, ENG, AV, DM, TO, EE, EO, CON	Week 5: Independent Research Project CR, ENG, AV, DM, SR, CON
<u>Key Questions:</u>	Where do we see examples of injustice today? What actions can we take to bring about awareness and fight injustice? What similarities and/or differences do we notice in the injustice that characters face in the novel compared to today? Is war ever a solution for conflict?	What issues do poets raise about the consequences of war? How does the tone of war poetry change over time? What are the wider effects of war on individuals and in society?	What factors can ostracise someone from society? How does the context of the text shape our understanding? How are characters constructed? How does the writer establish a narrative perspective that links to the idea of being an 'outsider'? How do differences within people make us perceive them as an 'other'?	How are characters made to feel like outsiders? Why? How does marginalisation of individuals still happen in society today? How and why is discrimination still deeply ingrained within our society?	How does the context of the text shape our understanding? What do we learn about inequality in the Elizabethan era? Has the history of inequality evolved as much as we think it has?	What can we learn from history about inequality and injustice? How would our society be different if these historical events had not taken place? <u>Bridge to Y9:</u> How did these historical events influence writers and their work?



KS3 Curriculum Map

Literacy/numeracy/SMSC/Character:

In KS3, we teach a range of literature that develops students' spiritual development through discussion and debate. For example, the study of the texts such as 'Boy 87', 'Romeo & Juliet' encourage the discussion of childhood vs adulthood, the impact of our decisions on the wider society as well as developing the ability to empathise with characters. It enables students to take the opportunity to reflect on some of the topical issues we encounter within these texts and apply our discussions to issues they may be facing in their own lives.

Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experimental.

Studying war poetry enables and conducting research projects on key historical events further provides an opportunity for students to appreciate British history and culture and gain an understanding of its development through time.

We also give students the opportunity to speak in different contexts and regarding a range of different real-life issues, applying learning to careers and life after school. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.

Enrichment opportunities:

- Globe theatre / London productions of Shakespeare's works.
- Virtual tour of the Globe theatre.
- Competitions to mark literary events: World Poetry Day, Roald Dahl Day, World Book Day.
- Research project on different historical events.
- Virtual author interviews during library lessons.

Futures

Employability Skills:

Formality of writing
Literary analysis
Time management
Presentation skills
Critical thinking
Cultural capital
Reading for meaning
Debate
Self-management
Fluent/ Articulate communication skills

Career prospects:

Education
Human Resources
Public Relations
Business
Writer/ Novelist



KS3 Curriculum Map

Journalist
Communications
Civil Service
Librarian
Newspaper/ Print Journalism
Acting/ Theatre