



KS3 Curriculum Map

	‘Hopes & Fears’		‘Power & Hierarchy’		‘Inventions & Creations’	
<u>Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Weeks</u>	7	8	5	6	8	5
<u>Content</u> WHAT will students learn?	<p>‘A Monster Calls’ Patrick Ness</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p><u>Anthropomorphism</u>, <u>allegory</u>, symbolism, <u>recurring motif</u>, supernatural, narrative perspective.</p>	<p>Poetry (poems from other cultures)</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p>Rhythm, rhyme, syllables, stanza, alliteration, simile, metaphor, <u>sibilance</u>, <u>assonance</u>, couplet, <u>imagery</u>, onomatopoeia, personification.</p>	<p>‘Ghost Boys’ Jewell Parker-Rhodes</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p>Autobiography, narrative voice, simple sentence, complex sentence, imagery, <u>semi colon</u>, <u>colon</u>, structure, <u>figurative language</u>.</p>	<p>‘The Tempest’ William Shakespeare</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p><u>Soliloquy</u>, <u>aside</u>, act, scene, staging, power, status, hierarchy, lighting, <u>pathetic fallacy</u>, Globe Theatre, Elizabethan era, <u>patriarchal society</u>.</p>	<p>‘Coraline’ Neil Gaiman</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p>Gothic genre, reality vs fantasy, symbolism, imagery, <u>foreshadowing</u>, <u>foreboding</u>, loss of innocence, <u>duality</u>.</p>	<p>Dragon’s Den</p> <p>Key terms: Underlined words are for stretching and challenging pupils.</p> <p>Body language, voice projection/tone, target audience, logo, slogan, consumer.</p> <p>Persuasive Devices: direct address, alliteration/<u>anecdote</u>, fact, opinion, rhetorical question/ repetition, <u>emotive language</u>, <u>counter argument</u>, triplet.</p>
<u>Approach:</u> HOW will students approach this unit?	<p>*To read for meaning and understand viewpoint. *To analyse Ness’s craft. *To consider the complex themes within the novel. *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</p>	<p>* To understand narrative perspective.* *Understand how context shapes our understanding. * To read for meaning and understand viewpoint.</p>	<p>*Understand how context shapes our understanding. *To understand the form of the play. *To understand the conventions of the tragicomedy genre. *To understand how</p>	<p>* To read for meaning and understand viewpoint. *To analyse Gaiman’s craft. *To understand the conventions of the gothic genre.*To consider the complex themes within the novel.</p>	<p>*To understand how to adapt writing for a particular audience and purpose. * To apply their growing knowledge of vocabulary, grammar and text structure to their writing. *To practise the skill of editing and</p>



Haydon School: English Department

Lesson allocation: 6 lessons of English per fortnight, including one library lesson.

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		creatively in response to poetry.		characters and worlds are constructed. *To write analytically about a play.	*To understand how characters and worlds are constructed.	redrafting. *Speak confidently and effectively, using Standard English.
<p>Assessment & Skills <i>(Formative assessments to take place throughout the unit. Dates + tasks outlined in the unit sequence.</i></p>	<p>Week 7: (R) Assessment covering knowledge of: plot, characters, key words and retrieval of quotations. CF, E, Z, AQ, WT, KW, <u>ER</u>, <u>WM</u></p> <p>What are your hopes and fears for this year? Why is it</p> <p>important to remind ourselves of our hopes and fears? What are the deep fears that Connor is facing? What do we learn about the consequences of allowing your fears to take over? How are our hopes and fears a part of our identity?</p>	<p>Week 7: (R) Analytical essay CF, E, Z, AQ, WT, KW, ER, <u>WM</u></p> <p>What role does our cultural heritage play</p> <p>in shaping our identity? What issues do poets raise about dual identities? How is a reader's response constructed?</p>	<p>Week 5: (W) Creative writing <u>NV</u>, ENG, AV, AP, WT, SO, <u>SI</u>, <u>SS</u></p> <p>What role do our parents play in</p> <p>shaping our identity? How does the context of the text shape our understanding? How is power established within society? What are the consequences when a hierarchical structure dominates society?</p>	<p>(R/W) Independent Research Project CR, ENG, AV, DM, SR, CON,</p> <p>When is vengeance acceptable? What is the value of wisdom and knowledge? How does our ignorance damage/hurt our society? How do those in power, control and manipulate knowledge?</p>	<p>Week 4: (R) Analytical paragraph CF, E, Z, AQ, WT, KW, ER, WM, <u>S</u>, <u>SY</u></p> <p>Week 8: (W) Creative writing ENG, AV, AP, WT, SO, SD, <u>SS</u>, <u>S/T</u>, <u>S</u>, <u>G</u></p> <p>How do we feel when we are losing/evolving a</p> <p>part of our identity? What are the consequences of facing characters constructed? What wider issues are being explored?</p>	<p>Week 5: (S&L) Present a pitch for a new invention/creation CR, ENG, AV, WT, KW, DM, <u>TO</u>, F, <u>S</u>, AU, P, EO, <u>EE</u>, <u>CA</u></p> <p>How can we use language to shape meaning? How</p> <p>can we adapt our language to suit the needs of a situation? How can non verbal communication be used in an impactful way? How do our verbal and non-verbal choices shape our identity?</p>

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 'Ghost Boys', 'A Monster Calls' and 'The Tempest' encourage the discussion of the difference between good and evil, 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 the some of the topical issues we encounter within these texts and apply our



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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.

Students learn about respecting others through the study of poetry from different cultures. Many poems deal with conditions faced by those in impoverished or less fortunate situations, therefore students are able to appreciate different cultures and empathise. Researching the Elizabethan era 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 the Elizabethan era.
- 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
Journalist
Communications
Civil Service
Librarian



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Newspaper/ Print Journalism
Acting/ Theatre