

KS3 Curriculum Map

	Autumn term	Spring term	Summer term		
Year 7	Text and assessment	Wonder by Raquel Jaramillo <i>Lang: Write a short chapter from the novel from Julian Alban's perspective.</i>	War Poetry <i>Lit: Compare 'Who's for the Game?' by Jessie Pope to one other poem you've studied. Paper 2 Section B</i>	Of Mice and Men by John Steinbeck <i>Language: P1 Q2: How does the writer use language to create mood and atmosphere? Literature: P2 Section A: How does the character of Crooks present the themes of loneliness and isolation in Of Mice and Men?</i>	Additional unit(s)
	Key knowledge	Treacher Collins syndrome; home-schooling; narrative perspective; character development, character voice, precepts, discriminatory treatment; making inferences; showing empathy; class reading; exploding quotations; explicit vs implicit details; reading and annotating poetry; literary deductions; oral skills; working collaboratively.	Social and historical context (WW1); concentrated forms of literature; etymology; chemical weapons; bereavement; class divisions; propaganda; patriotism; poetic justice; jingoism; artistic interpretations of war; feminism; inequality; women at war; emotional impact of killing; nuclear war; PTSD; the siege of Sarajevo.	The American Dream; the poetry of Robert Burns; the Great Depression; gender inequality; patriarchal society; social and cultural context; racism; discrimination; loneliness and isolation; Jim Crow Laws.	<i>1 lesson per fortnight: teacher's choice!</i>
	Vocabulary instruction	<i>Treacher Collins syndrome; prejudice; inference; stereotyping; empathy; domineering; perturbed; altruistic; overwrought; jovial; gratified; implicit; explicit; affection; tenderness; benevolent; compassion; idealist; an escapist; a fantasizer; optimism; indignant; resentful; distressed; dejected; fable.</i>	<i>Stanza; quatrain; half-rhyme; alternate rhyme; jingoism; baseness; hypothetical; caricature; sonnet; volta; octave; sestet; propagandistic; iambic tetrameter; refrain; rondeau; dehumanise; accentuate; disparity; colloquialism; motif; consonance; assonance.</i>	<i>Identity, segregation; vulnerable; moral; demographic; elision; dialect; foreshadowing; foreboding; simile; adverb; imperative; allusion; convey; portray; illustrate; protagonist; antagonist; confidante; voice; perspective; oppression; manipulation; thematic; epiphany; mercurial; melancholy.</i>	<i>I Am Malala</i>
Grammar and writing	Using evidence; pronoun ambiguity; punctuating speech; narrative structures; using quotation marks accurately; comprehension; close word analysis; writing poetry; expanding noun phrases; descriptive writing; simple, complex and compound sentences; varying sentence openers; informal letter writing; speech writing.	Writing about unseen texts; paraphrasing; adverbial clauses of condition; adverbial openings; embedded clauses; verb openings; using semi-colons and colons; analytical verbs; imperative verbs; present participles; oxymoron; enjambment; caesura; essay planning and structure; effective openings and closings.	Composing a topic sentence; the subject; subject/verb agreement; the past simple tense; clausal structure and sentence variation; journalise; semi-colons, dashes; cyclical endings; converging storylines.	<i>How to be a Kid by Sarah Macdonald-Hughes</i>	
Year 8	Text and assessment	Gothic Literature: The Woman in Black by Susan Hill and Coraline by Neil Gaiman <i>Lang: Paper 1 Section B: Write a gothic description inspired by Drones in Forbidden Zones and pictures of the abandoned theme park.</i>	Much Ado about Nothing by William Shakespeare <i>Lit Paper 1 Section A</i> <i>How does Shakespeare present Beatrice's attitude towards romantic love in Much Ado About Nothing? OR</i> <i>Explore how Shakespeare presents the relationship between Beatrice and Benedick.</i>	Lord of the Flies by William Golding <i>Language: Write and deliver an election speech</i> <i>Literature: Using the extract as a starting point, explore how Golding presents conflict in the novel</i>	Additional unit(s)
	Key knowledge	Social and historical context; Victorian ideals & beliefs; ideas concerning the supernatural; gothic genre; Victorian attitudes towards pregnancy outside of marriage; patriarchy; class divisions; poor laws/bastardy laws; isolation; urbanity Vs rurality; psychological manifestations of fear.	Social and historical context of Elizabethan England; legal rights of women in Elizabethan England; Shakespearean comedy; trickery; love; Shakespearean Sonnets; review writing, script writing; persuasive language; planning transactional task; Shakespeare's Globe; theatricality and staging.	Social, historical and authorial context (WW2); democracy; dictatorship; leadership; personal & social responsibility; morality; nature of good and evil; religious ideology; Utopian/Dystopian theory; allegory; fable; symbolism; foreshadowing; pathetic fallacy; narrative viewpoint; characterization; setting; rhetoric; effective presentation; effective group discussion; formal debating skills	<i>1 lesson per fortnight: teacher's choice!</i>
	Vocabulary instruction	<i>Motif; genre; pathetic fallacy; foreshadowing; reliable narrator; protagonist; antagonist; contrast; juxtaposition; tension; inference; connotation; personification; synonyms; paternity; putative; indemnify; stereotype; malevolence; countenance; frivolous; prosaic; fastidious; abstemious; alacrity.</i>	<i>Playwright; grounding; act; scene, context; Elizabethan; courtly love, conflict; annotation; discursive technique; sonnet; legality; villainy; deception; predestinate, honourable; disdainful; antagonism; slander; flout; catechise; requite; belle; sufferance; impediment; transgression; extenuate; semblance; disparage; epitaph.</i>	<i>Utopian; dystopian; ideology; connotations; cerulean; democratic; autocratic; Beelzebub; efflorescence; effulgence; empathy/sympathy; charismatic; naive; moral; arrogant; pugnacious; confrontational; hyperbole; compulsion; antagonism; etymological derivation.</i>	<i>Poetry: Love and Relationships</i>
Grammar and writing	Sensory description, simple compound and complex sentences; varying sentence length for effect; varying sentence openings for effect; adjectives; adverbial sentence starters; suspended sentence; paraphrasing; figurative language techniques; formal letter structure.	Closed book analysis; composing a balanced argument; subordinate clauses; oration; show not tell; sonnet structure; pronouns; verbs; the letter chain; discourse markers, contrast & addition connectives; semantic fields.	Creative writing; extended metaphor; allegory; writing character; persuasive & discursive writing; planning & redrafting; first & third person; topic sentences; varying sentence structures; positive and negative imagery for effect; punctuation for effect; word classes.	<i>Greta Thunberg and Climate Change</i>	
Year 9	Text and assessment	To Kill a Mockingbird by Harper Lee <i>Language: In this extract from Chapter 31, how does the writer use language to present Scout? [8 marks]</i> <i>Literature: Starting with this extract, how far do you consider Atticus to be the hero of the novel? [30 + 4 marks]</i>	Macbeth by William Shakespeare <i>Lit: Paper 1 Section A</i> <i>Starting with this speech, explore how Shakespeare presents guilt in Macbeth. OR</i> <i>Starting with the extract, consider is Lady Macbeth to blame for Macbeth's downfall</i>	Blood Brothers by Willy Russell <i>Lang: How does the writer use language to show their anger towards the Daily Mail article?</i>	Additional unit(s)
	Key knowledge	Narrative voice; thematic relevance of childhood, acceptance and growing up; challenging racial discrimination; gender; critically exploring stereotypes; equality and diversity; appreciation of character arcs; allegory; symbolism; writer's purpose.	Social and historical context of Jacobean England; witchcraft; subordination of women; divine right of the King and importance of monarchy; treason; Aristotle's ideas of tragedy; The Tragic Hero; King James VI and 'Daemonologie'; the struggle between good and evil	Social and historical context; class divisions; accent & dialect; stereotypes; privilege; women in society post WW2; Toxteth riots; grammar schools and the 11+; Nature/Nurture; fate/destiny; recession; re-housing and its impact on community; Hillsborough - the power or media and the safe standing debate; role of the omniscient narrator; writing in character; Greek Tragedy; form (musical).	<i>GCSE Spoken Language</i>
	Vocabulary instruction	<i>Characterisation; heroic; masculinity; femininity; stereotypical; perspective; transactional; estranged; discrimination; segregation; assuaged; detachment; tyrannical; malevolent; benevolent; prejudice; antagonistic; indigenous; impressionistic; contemptuous; contentious; judiciously; auspicious; representation; archetype; mirroring; bewilderment; malignant; perpetual; burdensome; unfathomable; caricature; provocation; vehemently; simultaneous; cantankerous; reconnaissance; formidable; preoccupation; infallible; inaudible; futility; encumbered; eccentricities; affluent; earnestness; unmitigated; credibility; circumstantial; brevity; demise; notoriety; squandered; pinioned; reprimand; turmoil.</i>	<i>Anagnorisis; peripeteia; hamartia; hubris; Jacobean; Elizabethan; chiasmus; anastrophe; pathetic fallacy; rhyming couplets; juxtaposition; dramatic irony; equivocator; deception; imply; infer; subordinate; corruption; inequality; symbolism; soliloquy; external/ internal conflict; allegory; apparition; prose; catharsis; Machiavellian; regicide; soliloquy; harbinger; parricide; nonpareil; pernicious.</i>	<i>Deprivation; inequality; dialect; stereotype; colloquial; overture; elision; prolepsis; episodic; naturalistic; empathic; lexicon; impoverished; malevolent; alienated; objectified; utopia; dystopia; unconscious bias; conspiracy; mass media; predetermined; ominous; juxtaposed; aptitude; comprehensive; idiolect; foil; juxtaposition; intertextual link; omniscient.</i>	<i>1 lesson per fortnight: teacher's choice!</i>
Grammar and writing	Literary theory; story structure; narrative writing opportunities; varying sentence openings; using colons; discursive planning for essays and speeches; using the letter chain with contrast and addition connectives; discursive markers; model answers for KS4 lit/lang. responses; redrafting; register; writing with a viewpoint	Commenting on literary theory; avoiding contradictions; the apostrophe of possession; apostrophes for words ending in -s; its and it's; writing about unseen texts; using colons accurately; discursive essay planning and structure.	Apostrophes for omission/ownership; standard English; colloquial language; verb/tense agreement; speech marks; elision; foreshadowing/Prolepsis; proper nouns; rhetoric; comparing texts; exploding quotes; explicit linking to historical context; connotations of language; sustaining a thesis.	<i>Black History Month (Feb)</i>	
				<i>Jekyll and Hyde</i>	
				<i>Preparing for GCSE Paper 2 (Transactional writing: speech, article and travel writing)</i>	
				<i>GCSE Transition Scheme</i>	