

KS3 English Curriculum Map

Unit	Year	Focus	Topic	Intent statement	Writing skills	Reading skills	Techniques studied	SPAG	Text/s studied
1	7	Genre: <ul style="list-style-type: none"> Variety of genre types Developing empathy for characters Exploring character stereotypes 	Genre exploration	<p>In this introductory unit, students will begin to explore and consider the impact and construction of a variety genres.</p> <p>Students will be encouraged to consider how context shapes genres and characters and how readers respond to them through our own personal context.</p> <p>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.</p> <p>Students will also be given opportunities to explore how different genres engage reader and to begin mimicking genre construction in their own writing.</p>	<ul style="list-style-type: none"> Creating description using language devices Subverting stereotypes Fable creation Writing in character Narrative writing 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Language devices Enjambment Caesura Asyndetic listing Imperative verbs Foreshadowing Grammar: sentence structures Genre conventions Juxtaposition Foreboding Fretag's pyramid 	<ul style="list-style-type: none"> Variety of ways to start sentences Parenthesis Sentence construction 	<p>Extracts from:</p> <p>'The Hobbit' by Tolkein</p> <p>'Stardust' by Gaiman</p> <p>'Larklight' by Aster</p> <p>'Good Omens' by Gaiman and Prachett</p> <p>'Medusa' by Duffy</p> <p>'Medusa' by Burton</p> <p>'Who Let The Gods Out?' By Evans</p> <p>'1984' by Orwell</p> <p>'Floodland' by Sedgewick</p> <p>'In The Shadow Of The Wolf Queen' by Milwood Hargrave</p> <p>'The Speckled Band' by Conan Doyle</p> <p>'Wrath' by Sedgwick</p> <p>'Truly Devious' by Johnson</p> <p>'Dreadwood' by Killick</p> <p>'The Vanquishers' by Bayron</p> <p>'The Witches of Pendle' by Fielding</p> <p>'The Enigma Game'</p> <p>'Girl Boy Sea' by Vick</p>
2	7	Character development <ul style="list-style-type: none"> 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'	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students will begin working towards understanding how to create more in-depth pieces of writing that focus on multiple ideas.</p>	<ul style="list-style-type: none"> Writing in perspective Report Leaflet 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Symbolism Writing for a purpose Transactional writing 		'The Curious incident Of The Dog In The Night Time.'

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						<ul style="list-style-type: none"> Structure Development of character 			
3	7	Presentation and performance through characters <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Summary Comprehension What/how/why paragraphs (DART assessed) Quotation analysis Quotation hunting Character analysis Context Structure 	<ul style="list-style-type: none"> Ethos/pathos/logos Staging Comic relief Iambic pentameter vs. prose Foil characters Caesura (AFSong) Sibilance (FSong) 	<ul style="list-style-type: none"> 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	Character behaviour linked to genre conventions	Novel	In the opening unit of Year 8, 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 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.	<ul style="list-style-type: none"> Writing using specific sentence structures Writing a narrative (DART assessed) Writing to describe 	<ul style="list-style-type: none"> Prediction Character tracking What/how/why paragraphs (DART assessed) Quotation analysis Quotation hunting Character analysis Context Structure 	<ul style="list-style-type: none"> Grammar: sentence structures Genre conventions Juxtaposition Foreshadowing Language devices Debating Fretag’s pyramid Editing Antagonist characters 		‘Once Upon A Fever’ by Walker
2	8	Genre conventions <ul style="list-style-type: none"> 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 19 th century to 21 st . 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.	<ul style="list-style-type: none"> Writing in the style of *author* Setting description creation Writing a description 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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	8	The impact of gender on non-fiction genre texts.	Spoken Language	Students will be exposed to a variety of different language models that they will analyse and explore that will enable them to undertake research into the use of language. This is then built upon as students create research project that explores their findings.	<ul style="list-style-type: none"> Leaflet creation advising students on language bias 	<ul style="list-style-type: none"> Context Theories What/how/why (DART assessed) Language use Language analysis 	<ul style="list-style-type: none"> Ethos/pathos/logos 		Various visual media Various theories

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				<p>Students will consider the impact of gender bias on language.</p> <p>Students will develop cross-curricular skills.</p>					
4		An exploration of the female voice and how it has been used in text.	Rhetoric of Feminism	<p>Through a range of feminist sources, students will begin to develop a more thorough understanding of the female voice and the fight for equality.</p> <p>Students will consider aspects of the public voice of feminism and the impact that the patriarchal system has had on women. An exploration of these voices is designed to add to the marginalised voices taught in other units and encourages students to begin to recognise how society has impacted the literal and metaphorical voices of others as well as developing students' own sense of their personal voice and their message.</p>	<ul style="list-style-type: none"> Building logical argument Word selection Sports speech (modelled) 	<ul style="list-style-type: none"> Speech analysis What/how/why Book cover analysis 	<ul style="list-style-type: none"> Ethos/pathos/logos 5 step argument 		<p>Waves of feminism</p> <p>Elizabeth 1st speech</p> <p>Mary Wollstonecroft background and speech</p> <p>Suffragists vs. suffragettes</p> <p>Pankhurst speech</p> <p>Female eunuch</p> <p>Adichie extract</p> <p>Gender roles hurt boys</p> <p>Everyday sexism</p>
5	8	<p>Genre</p> <ul style="list-style-type: none"> Courtly love Shakespearean tragedy and love <p>Character</p> <ul style="list-style-type: none"> Time period appropriate character representations 	'Romeo and Juliet'	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Conversation creation letter from Romeo (courtly love conventions + inclusion of a sonnet) 	<ul style="list-style-type: none"> Quotation selection Comprehension Quotation analysis Character analysis Imagery search What / how / why (DART assessed) 	<ul style="list-style-type: none"> Oxymoron Structure 		'Romeo and Juliet' by W Shakespeare
1	9	Character study	'Lord of the Flies'	<p>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.</p> <p>Students will consider how issues such as leadership impacts the behaviour of characters within the novel and how to concept of a 'fight for survival' influences how the boys behave.</p> <p>This unit also focuses on the development of students' skills and ability to choose and construct texts for purpose and to ensure reader engagement.</p>	<ul style="list-style-type: none"> Setting description / writing in the style of... News report Newspaper article 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Language devices (sibilance, basic devices and pathetic fallacy) Foreshadowing Symbolism Allegory Theme 	<ul style="list-style-type: none"> Complex sentences (linked to setting description task) 	<p>'Lord of the Flies' by W Golding</p> <p>Extract taken from How to survive on a desert island (by a former Royal Navy lieutenant commander)</p> <p>The Telegraph</p>
2			Language Study	Students will continue to build upon their knowledge of different language models and explore their impact on language.	<ul style="list-style-type: none"> Advert creation 	<ul style="list-style-type: none"> Language analysis Language theory Image analysis 	<ul style="list-style-type: none"> Media-based techniques 		<p>Various theories</p> <p>Print media</p>

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				Students will explore how language choices affects power, authority and persuasion. Students will develop cross-curricular skills.		<ul style="list-style-type: none"> What/how/why paragraph Article exploration Individual use of power 			Textbook extracts
3	9	Character study <ul style="list-style-type: none"> Character power Gender roles Consideration of societal issues such as poverty on characters Character development 	‘Pygmalion’	<p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Script writing Guide writing / writing to advise 	<ul style="list-style-type: none"> Summary Character evaluation What/how/why paragraphs (DART assessed) Quotation analysis Quotation hunting Character analysis Character tracking Context Structure Development of character 	<ul style="list-style-type: none"> Dialect Staging 		‘Pygmalion’ by G B Shaw
4	9	Genre and character creation exploration	Writing that works	<p>‘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.</p> <p>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.</p>	<ul style="list-style-type: none"> Structure subversion POV Structure & types Twist ending Omission Circular narrative Narrative Sandwich Titles to hook reader 	<ul style="list-style-type: none"> Comprehension POV analysis Structure Language analysis What / how / why paragraph 	<ul style="list-style-type: none"> Enigma Twist ending Foreshadowing Theme Structure 		<p>‘The Landlady’ by R Dahl</p> <p>‘Love is a word, not a sentence’ by L Kessler</p> <p>‘TEXT Eleven’ by S Cisneros</p> <p>‘The Diamond Necklace’ by G de Maupassant</p> <p>‘The Lottery’ by S Jackson</p>
5		Theme and character <ul style="list-style-type: none"> Exploration of poems via a common theme (power) Consideration of voice within the poems Engagement with the form of power demonstrated 	Poetry	<p>In this unit, there is a deliberate consideration of poem choices in order to develop both students’ writing and reading skills.</p> <p>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.</p>	<ul style="list-style-type: none"> Manipulation of sonnet form Creative writing using poem as stimuli (descriptive or narrative) 	<ul style="list-style-type: none"> Analysis of specific form Linking ideas and themes between poems Unseen poetry skills What/how/why paragraphs (DART assessed) Theme tracking Structure and form 	<ul style="list-style-type: none"> Language devices Poetic devices Structure Form 		<p>‘I took my power in my hand’ by E Dickinson</p> <p>‘Jesus at the Gay Bar’ by J Hulme</p> <p>‘To His Coy Mistress’ by A Marvell</p> <p>‘The Ballad of Reading Gaol’ by O Wilde</p> <p>‘If We Must Die’ by C McKay</p> <p>‘The Soldier’ by R Brooke</p> <p>‘Flag’ by J Agard</p>
1	10	Literature: ‘An Inspector Calls’	GCSE text & linked skills	(4 lessons per fortnight) Designed to build upon students’ contextual knowledge developed in Year 9 from their study such similar 19 th century texts,	(Across both Literature and Language where appropriate)	(Across both Literature and Language where appropriate)	(Across both Literature and Language where appropriate)		‘An Inspector Calls’ by J B Priestly

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		Language Paper 1	GCSE skills	<p>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.</p> <p>(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.</p>	<ul style="list-style-type: none"> • Writing using specific sentence structures • Writing a narrative (DART assessed) • Writing to describe 	<ul style="list-style-type: none"> • Context • Setting analysis • Comprehension • Character exploration • What/why/why paragraphs • Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes 	<ul style="list-style-type: none"> • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Three act play • Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense • Cyclical narrative 		Various texts but predominately a ‘Life of Pi’ extract
2	10	<p>‘A Christmas Carol’</p> <p>Continuation of Language Paper 1 (until Easter)</p> <p>Language Paper 2</p>	<p>GCSE text & linked skills</p> <p>GCSE skills</p>	<p>(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.</p> <p>As above in module 1.</p> <p>(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.</p>	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> • Writing using specific sentence structures • Writing a narrative (DART assessed) • Writing to describe <ul style="list-style-type: none"> • Building logical argument • Word selection • Genre convention • Understanding how to write to explain, inform, persuade and argue 	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> • Context • Setting analysis • Comprehension • Character exploration • What/why/why paragraphs • Cloze • Quotation selection • Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes 	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Symbolism • Allegory • Theme • Oxymoron • Structure • Five senses • Suspense • Cyclical narrative 		<p>‘A Christmas Carol’ by Dickens</p> <p>Various extracts for the Language papers</p>
3	10	‘Macbeth’	GCSE text & linked skills	<p>(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.</p>	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> • Writing using specific sentence structures 	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> • Context • Comprehension • Character exploration 	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> • Language devices (sibilance, basic 		<p>‘Macbeth’ by Shakespeare</p> <p>Poems: Ozymandias by Shelley London by Blake</p>

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		Introduction to Power and Conflict poetry	GCSE texts & linked skills	(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.	<ul style="list-style-type: none"> Building logical argument Word selection Genre convention Understanding how to write to explain, inform, persuade and argue 	<ul style="list-style-type: none"> What/why/how paragraphs Cloze Quotation selection Character development Reaction / emotion tracking Prediction Comparison of ideas / themes 	devices and pathetic fallacy) <ul style="list-style-type: none"> Foreshadowing / foreboding Symbolism Allegory Theme Oxymoron Structure Five senses Suspense Cyclical narrative Trochaic tetrameter Iambic pentameter 		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 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.	(Across both Literature and Language where appropriate) <ul style="list-style-type: none"> Writing using specific sentence structures Writing a narrative (DART assessed) Writing to describe 	(Across both Literature and Language where appropriate) <ul style="list-style-type: none"> Context Comprehension Character exploration What/why/how paragraphs Cloze Quotation selection Character development Reaction / emotion tracking Prediction Comparison of ideas / themes 	(Across both Literature and Language where appropriate) <ul style="list-style-type: none"> Language devices (sibilance, basic devices and pathetic fallacy) Foreshadowing / foreboding Symbolism Allegory Theme Oxymoron Structure Five senses Suspense Cyclical narrative Form 		Poems listed above.
		Language Paper 1 revision	GCSE skills	(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.					Various texts
2		‘An Inspector Calls’ 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.	(Across both Literature and Language where appropriate) <ul style="list-style-type: none"> Writing using specific sentence structures Writing a narrative (DART assessed) Writing to describe 	(Across both Literature and Language where appropriate) <ul style="list-style-type: none"> Context Comprehension Character exploration What/why/how paragraphs Cloze Quotation selection Character development Reaction / emotion tracking Prediction 	(Across both Literature and Language where appropriate) <ul style="list-style-type: none"> Language devices (sibilance, basic devices and pathetic fallacy) Foreshadowing / foreboding Symbolism Allegory Theme Oxymoron Structure Five senses 		Text as before.
		Language Paper 1 revision		(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.					Various texts

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						Comparison of ideas / themes	<ul style="list-style-type: none"> Suspense 		
3	11	<p>‘Macbeth’ revision</p> <p>Language Paper 2 revision</p>		<p>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.</p> <p>(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.</p>	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> Writing using specific sentence structures Building logical argument Word selection Genre convention Understanding how to write to explain, inform, persuade and argue 	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> Context Comprehension Character exploration What/why/why paragraphs Cloze Quotation selection Character development Reaction / emotion tracking Prediction Comparison of ideas / themes 	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> Language devices (sibilance, basic devices and pathetic fallacy) Foreshadowing / foreboding Symbolism Allegory Theme Oxymoron Structure Five senses Suspense Cyclical narrative Trochaic tetrameter Iambic pentameter 		<p>Text as before.</p> <p>Various texts</p>
4	11	<p>‘A Christmas Carol’ revision</p> <p>Language Paper 2</p>		<p>(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 to work on their ability to respond effectively in their GCSE exams.</p> <p>(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.</p>	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> Writing using specific sentence structures Building logical argument Word selection Genre convention Understanding how to write to explain, inform, persuade and argue 	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> Context Comprehension Character exploration What/why/why paragraphs Cloze Quotation selection Character development Reaction / emotion tracking Prediction Comparison of ideas / themes 	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> Language devices (sibilance, basic devices and pathetic fallacy) Foreshadowing / foreboding Symbolism Allegory Theme Oxymoron Structure Five senses Suspense Cyclical narrative 		<p>Text as before.</p> <p>Various texts</p>
5	11	<p>Power and Conflict poetry / unseen poetry</p> <p>Staff choice</p>		<p>(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.</p> <p>(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.</p>	Dependant on staff choice of Language Papers due to class need.	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> Context Comprehension Character exploration What/why/why paragraphs Cloze Quotation selection Character development 	<p>(Across both Literature and Language where appropriate)</p> <ul style="list-style-type: none"> Language devices (sibilance, basic devices and pathetic fallacy) Foreshadowing / foreboding Symbolism Allegory Theme Oxymoron 		<p>Texts as before.</p> <p>Various texts</p>

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						<ul style="list-style-type: none">• Reaction / emotion tracking• Prediction• Comparison of ideas / themes	<ul style="list-style-type: none">• Structure• Five senses• Suspense• Cyclical narrative		
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