KS3 English Curriculum Map

Term	Year	Focus	Topic	Intent statement	Writing skills	Reading skills	Techniques studied	Text/s studied
Autumn 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 • Writing in character • Narrative writing • Editing skills • Extended 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 • Essay writing	• Language devices • Enjambment • Caesura • Asyndetic listing • Imperative verbs • Foreshadowing • Grammar: sentence structures • Genre conventions • Juxtaposition • Foreboding • Fretag's pyramid	Extracts from: 'The Hobbit' Tolkein 'Good Omens' Gaiman and Prachett 'Medusa' Duffy 'Medusa' Burton 'The Speckled Band' Conan Doyle 'The Vanquishers' Bayron 'The Witches of Pendle' Fielding 'Girl Boy Sea' Vick
Autumn 2	7	Character development • How characters change • Emotional changes and influences faced by characters • Impact of societal issues such as sexuality and racism	Novel	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 • Editing skills • Extended writing	• 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 • Structure • Development of character • Essay writing	• Symbolism • Writing for a purpose • Transactional writing	'The Curious incident Of The Dog In The Night Time.'
Spring 1 & 2		Character behaviour linked to genre conventions Genre conventions • Types • Consideration of how convention	Novel	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.	• Writing using specific sentence structures • Writing a narrative (DART assessed) • Writing to describe • Editing skills • Extended writing	• Prediction • Character tracking • What/how/why paragraphs (DART assessed) • Quotation analysis • Quotation hunting • Character analysis • Context	• Genre conventions • Juxtaposition • Foreshadowing • Language devices • Debating • Fretag's pyramid • Editing • Antagonist characters	'Once Upon A Fever' by Walker

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		shapes genre and how this can alter over time • Use of convention genres		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.		• Structure • Essay writing		
Summer 1	7	Presentation and performance through characters • Power of speech • Consideration of character through their staging • Development of perspective	Shakespeare	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 Shakespeare plays to be studied.	• Transactional writing • Editing skills Extended writing	• Summary • Comprehension • What/how/why paragraphs (DART assessed) • Quotation analysis • Quotation hunting • Character analysis • Context • Structure • Essay writing	• Ethos/pathos/logos • Staging • Oracy • Structure	Various speeches
Summer 2	7	Familiarity with different poetic forms and types	Poetry	This unit is designed to build upon prior poetry knowledge for students and begin to introduce them to a wider range of styles whilst beginning to develop their ability to follow a narrative structure.	• Writing in a specific style / genre	• Summary • Comprehension • What/how/why paragraphs (DART assessed) • Quotation analysis • Quotation hunting • Character analysis • Context • Structure • Essay writing	• Poetic devices	Various poems
Autumn 1 & 2	8	Genre • Courtly love • Shakespearean tragedy and love • Character • Time period appropriate • Character representations	Shakespeare	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'
Spring 1 & 2	8	Political issues and their impact on character voices and action	Novel	Students will study the classic novel 'Animal Farm' in order to develop a thorough understanding of how context shapes a novel and how context can also alter the reader's perspective on character and events.	• Transactional writing	• Prediction • Character tracking • What/how/why paragraphs (DART assessed) • Quotation analysis • Quotation hunting • Character analysis • Context • Structure	• Satire	'Animal Farm'
Summer 1 & 2	8	Political issues and their impact on	'The Lies We Tell Ourselves'	Students explore a novel through the context of 1950s America with a focus on homosexuality and racism.	• Writing using specific sentence structures	• Prediction • Character tracking	• Grammar: sentence structures • Genre conventions	'The Lies We Tell Ourselves' by R Talley

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		character voices and action		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 to argue (DART assessed) • Writing to describe	• What/how/why paragraphs (DART assessed) • Quotation analysis • Quotation hunting • Character analysis • Context • Structure	• Juxtaposition • Foreshadowing • Language devices • Debating • Fretag's pyramid • Editing • Antagonist characters	
Autumn 1 & 2	9	The problematic play in a modern context	Shakespeare	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. 4 lessons per fortnight	• 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
Autumn 1 & 2	9	Transactional writing skills & non-fiction literature	Writing for purpose	Building on skills previously learnt, students will develop their familiarity with writing for purpose in a variety of genres. 2 lessons per fortnight	• Writing devices • Appropriate genre • Writing at length • Writing to create a clear viewpoint	• Structure • Prediction • Comparison of ideas / themes • Context • Quotation selection	• Appropriate language devices • Writing for specific genres	
Spring 2 & 3	9	Character study • Character power • Gender roles • Consideration of societal issues such as poverty on characters • Character development	19th century play	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. 4 lessons per fortnight	• 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
Spring 2 & 3	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. 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.	• Structure subversion • POV • Structure & types • Twist ending • Omission • Circular narrative • Narrative • Sandwich • Titles to hook reader	• Comprehension • POV analysis • Structure • Language analysis • What / how / why paragraph	• Enigma • Twist ending • Foreshadowing • Theme • Structure	'The Landlady' by R Dahl 'Love is a word, not a sentence' by L Kessler 'TEXT Eleven' by S Cisneros

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				2 lessons per fortnight				‘The Diamond Necklace’ by G de Maupassant ‘The Lottery’ by S Jackson
Summer 1 & 2	9	Modern drama	Literature paper 2	(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.				
Summer 1 & 2	9	Creative writing	Language paper 1	Building on from the ‘Writing that Works’ unit, students will begin to develop their ability to use and manipulate writing skills	• Omission • Circular narrative • Narrative • Language devices • POV • Structure & types			
Autumn 1 & 2	10	Literature paper 1: Shakespeare Language Paper 1	GCSE text & linked skills GCSE 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. (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.	(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
Spring 1 & 2	10	Literature paper 1: 19th century novel	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. As above in module 1.	(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	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Symbolism • Allegory • Theme • Oxymoron • Structure	‘A Christmas Carol’ by Dickens Various extracts for the Language papers

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		Language Paper 2	GCSE skills	(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	• Reaction / emotion tracking • Prediction • Comparison of ideas / themes	• Five senses • Suspense • Cyclical narrative	
Summer 1 & 2	10	Literature paper 2: poetry Continuation of Language Paper 2	GCSE texts & linked skills GCSE skills	(4 lessons a fortnight) 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	Unseen poetry Language Paper 1 revision	GCSE texts & linked skills GCSE skills	(4 lessons a fortnight) Students will continue to develop their understanding surrounding identifying messages, structure and the use of poetic devices. 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) • 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	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Symbolism • Allegory • Theme • Oxymoron • Structure	Poems listed above.

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				(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.		• Prediction • Comparison of ideas / themes	• 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 Language Paper 2		(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. (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	(Across both Literature and Language where appropriate) • Language devices (sibilance, basic devices and pathetic fallacy) • Foreshadowing / foreboding • Symbolism • Allegory	Text as before. Various texts

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						• Character development • Reaction / emotion tracking • Prediction • Comparison of ideas / themes	• Theme • Oxymoron • Structure • Five senses • Suspense Cyclical narrative	
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	Texts as before. Various texts