

KS3 English Curriculum Map

		Michaelmas Term	Lent Term	Trinity Term
Year 7	Literary Heritage	<i>The Girl of Ink and Stars</i>	<i>A Midsummer Night's Dream</i> or <i>The Tempest</i>	Conflict: Non-Fiction and Poetry <i>The Ruby in the Smoke</i>
	Key Knowledge	set on mythical island of Joya, based on La Gomera, the second smallest of the Canary Islands; influenced by the traditional legends of the aboriginal inhabitants of the Canary Islands; magical realism	Life in Elizabethan England; life in Ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play	Anne Frank and Holocaust Identity in John Agard's poetry Democracy, fascism, patriotism, pacifism, empathy, isolation, persecution, refugee, colonialism, British Empire, fin de siècle London
	Vocabulary	First-person narrative, quest narrative, symbolism, colonialism, redemption, subjugated, tyrant, labyrinth	Soliloquy, severe, conflict, unrequited love, to mock, chaos	Perspective, form, alliteration, imagery, villanelle, emotive language, ballad, dramatic monologue, Petrarchan sonnet, protagonist, antagonist, nemesis, narrative voice
	Key Assessment Points	Key terminology and Tier 2 vocabulary test Extended response: How does Hargrave present the Tibicena? End of Unit Assessment: Extended Literary Response: How does Hargrave explore ideas about power? Creative Writing: Write an opening to a story inspired by an image	Key terminology and Tier 2 vocabulary test Extended response: How does Shakespeare use language and dramatic techniques to present the pain of unrequited love in Act 2 Scene 1? End of Unit Assessment: Essay: How is the theme of love presented through the play?	End of Unit Assessment: Writing and delivering persuasive speeches End of Unit Assessment: Writing own poetry and diary entries
	Mastery Writing	Grammar Content includes: writing in complete and full sentences; identifying the action and verb; subject-verb agreement for 'to-be', regular and irregular past simple verbs, avoiding fragments, avoiding fused sentences, using capital sentences accurately; using pronouns; sentence structure; paragraphing; speech punctuation. Writing content includes: telling what happened; opening a story, writing about up to four images, writing with no images, structuring a story.		
	Reading for Pleasure	<i>Coram Boy</i> by Jamilia Gavin, <i>The Children of Wisden Lane</i> by Mona Golabek, <i>The London Eye Mystery</i> by Siobhan Dowd, <i>Sally Lockhart Mysteries</i> by Phillip Pullman		
Year 8	Literary Heritage	Animal Farm	Non-Fiction Social Justice Dystopian Short Stories	Harlem Renaissance Poetry Noughts and Crosses by Malorie Blackman
	Key Knowledge	Allegory; Orwell's life and times, the Russian Revolution; recurring imagery; irony and corruption	Rhetoric History: Cicero, Aristotle, Sophists, Athenian democracy, speech structure, exposition, rising action, climax, satisfying	Extended metaphors, New York and Harlem, Renaissance, Great Migration, Langston

			ending, civil rights, gender equality, ideological, indoctrination, intolerance, moral integrity, racism, representation, sexism	Hughes, Zora Neale Hurston, Claude McKay, Georgia Douglas Johnson
	Vocabulary	Allegory, tyrant, rebellion, harvest, propaganda, cult of personality, treacherous, authorial intent	Rhetoric, ethos, pathos, logos, prosody, tone, pace, emphasis, anecdote, autobiography, one-line paragraph	Extended metaphor, personification, oppression, protest poetry, simile, suppress, repressive
	Assessment Points	Key terminology and Tier 2 vocabulary test Extended response: How are Napoleon and Snowball depicted as leaders? End of Unit Assessment: Extended Literary Response: How does George Orwell explore ideas about tyranny?	Key terminology and Tier 2 vocabulary test Extended response: How does Yousafzai convey her perspective in the Epilogue? End of Unit Assessment: Writing: Autobiographical account Writing: writing a speech to give to your class about the importance of ...	Using the same structure as 'The Lottery', write the second part of a dystopian story about a seemingly innocent event, with an unexpected ending End of Unit Assessment: Extended response on one of the studied poem: How is the theme of presented? Writing own poetry
	Master Writing	Grammar content includes: clauses; subordinate clauses, sentence demarcation, speech; apostrophes, possessive pronouns. Writing content includes: problem solved stories; action stories; transactional writing; Chekov's gun; avoiding deus ex-machina		
	Reading for Pleasure	<i>Children of Blood and Bone</i> by Tomi Adeyemi, <i>Northern Lights</i> by Phillip Pullman, <i>Sawbones</i> by Catherine Johnson, <i>In the sea there are crocodiles</i> by Fabio Geda and Enaiatollah Akbari		
Year 9	Literary Heritage	Lord of the Flies	Re-imaginings (Antigone/The Faculty/Home Fire) and Macbeth	Poetry and Conflict Poetry Creative Writing (narrative and descriptive)
	Key Knowledge	Microcosm, allegory, civilisation, protagonist, biblical allusions, morality, taboos, totalitarian states, symbolism, theology, Original Sin, autocracy, democracy, colonisation, masculinity, utopia/dystopia	Shakespearean tragedy; position of women in society; the unjust power of monarchy; the belittling treatment of the working classes; the use of many men in war as 'battle fodder'; the effect of power on the ego of those given it; the importance of speaking up against injustice	Renaissance poetry, dramatic monologue, WWI poetry, Petrarchan sonnet, French Revolution
	Vocabulary	Aberrant, capacity, condemn, conditioned, conventions, fable, idealist, idyllic, inherent, innate, perilous, primitive, tragedy, trite	Pathos, hubris, intertextuality, speculation, prosody, tone, emphasis, nature metaphors, tragic hero, malice, culpable, motif, free will, predestination	Poetic voice, perspective, intertextuality, ethos, pathos, logos, accountable, liberation, anguished, vivacious, expressive
	Assessment Points	Midpoint Assessment: Midpoint Assessment: Key terminology and Tier 2 vocabulary test. Extended response: Compare and contrast Ralph and Simon.	Midpoint Assessment: Extended analytical response on an extract from Macbeth	Midpoint Assessment: extended analytical response on a poem; End of Unit Assessment: a piece of fictional writing on a topic of power or relationships

		Both seem to be 'good' characters. Is there a difference in their goodness? End of Unit Assessment: Timed Task In what way is Lord of the Flies a novel about power? Extended essay	End of Unit Assessment: Writing own narrative story – re-imagining of a famous narrative	
	Master Writing	Grammar content includes: subordinate clauses; quantifiers; defining and non-defining relative clauses; appositives; past perfect tenses; future perfect tenses; using conditionals. Writing content includes: argumentative writing; introducing examples; writing a thesis; writing an introduction; 'because, but, so' counter-arguing; writing a complete non-fiction argument.		
	Reading for Pleasure	<i>I am Thunder</i> by Muhammed Khan, <i>Orangeboy</i> by Patrice Lawrence, <i>Roll of Thunder</i> , <i>Hear me Cry</i> by Mildred D. Taylor, <i>Noughts and Crosses</i> by Malorie Blackman		