

KS3 English Curriculum Mapping 2022-2023

Year 7					
Term	Autumn 1/ Autumn 2 (8 week unit) 5/9 completed by 4 th November	Autumn 2/ Spring 1 (10 week unit) Completed by 27 th January	Spring 1/Spring 2 (8 week unit) Start 30 th Jan complete week ending 31 st March	Summer SAS June 5-9 th SAS prep June 12-16 th SAS completion	Summer1/ 2 (10 week unit) 20 th July 17 April -26 th May SAS June 12-16 19 th June – 14 th July (16-20 summer market trips etc)
	Myths and Legends: stories to explain the world	Frankenstein the play – telling stories through drama.	Refugee Modern Novel- stories from different times and cultures		Poetry from Around the World stories from different perspectives told through poetry
Knowledge and skills (Content) The Story of English	Pupils will begin Year 7 by studying Myths and Legends. Students will study the features of the genre and what methods writers use to engage their readers such as creating convincing characters, setting, sensory language, Pupils will explore the types of characters which appear in these stories and have a go at creating their own convincing character. Pupils will be introduced to character ARCS in order to develop convincing, believable characters in their own work. Key words: Structure, character, setting, narrative structure Fortnightly spelling tests	Pupils will be introduced to drama texts and the Gothic genre by studying <i>Frankenstein</i> the play by Philip Pullman. Students will learn/revise dramatic techniques and vocabulary and gain an understanding of stagecraft and how a playwright may use certain dramatic techniques to have a specific effect on the audience. They will study the playwright's portrayal of characters, themes and settings. Students will also study the context of <i>Frankenstein</i> exploring the Gothic genre and studying extracts from the novel. Comparisons between the novel and the stage play adaptation will also be examined. Pupils will also study the life of a female author in the 19 th Century focusing on Mary Shelley. Reading fluently and with understanding Key words: plot, character, message, setting, context, prologue, prop, costume Fortnightly spelling tests	Students will complete a unit of work on the novel <i>Refugee</i> by Alan Gratz. They will study the novel and will also study non-fiction texts – articles and news reports which document the refugee crisis today Students will also study the context of the text. As <i>Refugee</i> is narrated from three different viewpoints, students will learn about the different time periods and what events caused these children to become refugees. Students will develop their close analysis skills and will annotate sections of the novel and also the non-fiction texts, focusing on the effect of authorial methods. Reading fluency, analysis skills, infer and deduce skills, explicit vs implicit meaning, connotations denotations, embedding quotations Students will also study the portrayal of refugees in the media. There is also a focus on transactional writing. Pupils will revise how to structure a persuasive argument and make their points in a convincing way SAS prep set on Satchel: week beginning 15th May	SAS Reading and creative prose revision week beginning 5 June SAS exam week beginning 12th June	Pupils will be introduced to poetry in Year 7 through Poetry from Around the World. Students will learn/revise poetic techniques and be able to recognise them in poetry. Students will also learn how to approach unseen poems and annotate effectively. Pupils will also study the context of each poem in order to appreciate the different backgrounds, ethnicities, and experiences of the authors and how this may impact upon what they wrote. Themes such as race and identity will be explored. Using the techniques studied students will write creatively, producing their own poems. Poems studied include: <i>Nothing's Changed</i> <i>Blessing</i> <i>Not My Business</i> <i>Limbo</i> <i>Presents from my Aunt in Pakistan</i> <i>Island Man</i> SAS Feedback and progress work
Guided Reading, and Vocabulary	Reciprocal Reading strategies, Word Wall/ vocabulary SOL, First News: oracy and global learning	Reciprocal Reading strategies, Word Wall/ vocabulary SOL,	Reciprocal Reading strategies, Word Wall /vocabulary SOL, First News: oracy and global learning	SAS Vocabulary revision June 5th-9 th	Reciprocal Reading strategies, Word Wall /vocabulary SOL, First news: oracy and global learning SAS Feedback and progress work
Crafting Brilliant Sentences	Chapters 1-4: Recap/ assessment end of each chapter			SAS SPAG revision June 5 th -9 th	SAS Feedback and progress work
LRC	Fiction Express, Reading for Pleasure, First News Educake (reciprocal reading Strategies)	Fiction Express, reading for Pleasure, Speaking & listening. Educake reading in lesson and for homework First news oracy and global learning	Fiction Express, reading for Pleasure, Speaking & listening. Educake reading in lesson and for homework	Fiction Express, reading for Pleasure, Speaking & listening. Educake reading in lesson and for homework	Fiction Express, reading for Pleasure, Speaking & listening. Educake reading in lesson and for homework
Assessment	Creative Prose. Pupils write the engaging opening and problem of a story, introducing their own myth. 2 x SPAG assessment linked to CBS and Reading/ Vocab SOL	Analysis paragraph WHW response to an extract from the play. 2 x SPAG assessment linked to CBS and Reading/ Vocab SOL Fortnightly spelling tests	Article - Why Britain should welcome refugees		Debate: Speaking and listening Analysis paragraph: WHW response to <i>Blessing</i> WCF – marked in class SAS: SPAG, Reading and Creative Prose

			2 x SPAG assessment linked to CBS and Reading/ Vocab SOL		
Cross Curricular Links		Links to study of Gothic Literature in Y9. Links to Y8 History unit on the Industrial Revolution.	Links to Y8 History unit on the Industrial Revolution.		Links to History units on migration and slavery/the slave trade.
SMSC, British Values, Cultural Capital	Awareness of Greek/ Roman influence on our western European culture. Awareness of the importance of reading for pleasure and having strong literacy skills in order to be successful outside of school.	Understanding of prejudice specifically based on appearance. Moral debate about how far people can push the boundaries of science. Feminism and patriarchal societies	Understanding and awareness of life in 19 th century Britain		Empathy and understanding of different backgrounds, ethnicities. Windrush generation, slave trade, racism and oppression
CEIAG	Across all the units taught in English we promote a love of reading for pleasure and stress the importance of solid literacy skills and reading fluency as skills required of any career. Different styles of writing are taught which link to careers in journalism/media. Essay writing skills are also essential for pupils when moving on to higher education.				
Learning outside the classroom	Weekly homework. Educake quizzes, Fiction Express reading.Vocabulary learning	Weekly homework, Educake quizzes, Fiction Express reading.	Weekly homework. Spelling tests, Educake quizzes, Fiction Express reading.	Weekly homework. Spelling tests, Educake quizzes, Fiction Express reading.	
Additional Subject Specific Information	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight will be used as a dedicated literacy lesson using Crafting Brilliant Sentences. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight will be used to teach gramma using Crafting Brilliant Sentences. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight will be used to teach gramma using Crafting Brilliant Sentences. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight will be used to teach gramma using Crafting Brilliant Sentences. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>	

Year 8					
Term	Autumn 1/ Autumn 2 (8 week unit) Completed by 4 th November	Autumn 2/ Spring 1 (10 week unit) Completed by 27 th January	Autumn 2/ Spring 1 (10 week unit)	Summer SAS June 5-9 th SAS prep June 12-16 th SAS completion	Summer 1/Summer 2 (10 week unit)
Topic(s)/ Subjects(s)	Adventure Writing – writing unit developing sophistication in structure and narrative	Refugee Modern Novel- stories from different times and cultures	An Introduction to Shakespeare and 'A Midsummer Night's Dream'		Genre Poetry: Romantic Poetry and Conflict Poetry
Knowledge and skills (Content) Guided Reading – homework booklet Marked in class	<p>Pupils will begin Year 8 by completing a unit on Adventure writing.</p> <p>Students will study the features of the genre and what methods writers use to engage their readers including narrative structure, building tension, creating convincing characters, setting, sensory language, narrative viewpoint and building pace in writing.</p> <p>Pupils will practise these skills in their own writing</p> <p>Students will study a variety of extracts from the Adventure Genre such as, <i>Jaws</i>, <i>The Bourne Imperative</i>, <i>Millions</i>, <i>Siberia</i>, <i>Stormbreaker</i>, <i>Scorpia</i> and clips from some adventure films.</p> <p>These will allow pupils to develop their analysis and annotation skills and also inspire creative writing.</p> <p>Introduce WHW</p> <p>Fortnightly spelling tests</p>	<p>Students will complete a unit of work on the novel <i>Refugee</i> by Alan Gratz. They will study the novel and will also study non-fiction texts – articles and news reports which document the refugee crisis today</p> <p>Students will also study the context of the text. As <i>Refugee</i> is narrated from three different viewpoints, students will learn about the different time periods and what events caused these children to become refugees.</p> <p>Students will develop their close analysis skills and will annotate sections of the novel and also the non-fiction texts, focusing on the effect of authorial methods. Reading fluency, analysis skills, infer and deduce skills, explicit vs implicit meaning, connotations denotations, embedding quotations</p> <p>Students will also study the portrayal of refugees in the media.</p> <p>There is also a focus on transactional writing. Pupils will revise how to structure a persuasive argument and make their points in a convincing way</p> <p>NB This unit has been moved to Year 7 and will be swapped to Victorian Crime Sherlock Holmes from 2023</p>	<p>Pupils will be introduced to Shakespeare in Y8 through their study of the play <i>A Midsummer Night's Dream</i></p> <p>They will study Shakespeare's Life in Elizabethan England</p> <p>The Elizabethan Chain of Being</p> <p>The Globe</p> <p>Pupils will study the varied dramatic techniques exploring how character roles and expectations are presented through language, plot, characters and stage craft with links to social and historical context.</p> <p>Students will study the play focusing on key scenes and work on translation, annotation, and analysis.</p> <p>Themes such as patriarchy and The Chain of Being will be studied in relation to the play. Specific character studies will give pupils a more detailed understanding of character motivation and the play as a whole e.g. Titania's interaction with Bottom.</p> <p>Form – how to reference acts and scenes e.g.1:1 to line 127</p>	<p>SAS Reading and creative prose revision week beginning 5 June</p> <p>SAS exam week beginning 12th June</p>	<p>Students will return to poetry in Year 8 by studying a range of poignant poems which are descriptive of different War experiences (Contemporary and Literary Heritage) with the theme of conflict. They will also spend some time studying Romantic poetry. They will be introduced to features of the genre such as lyric poems, the sublime and the beautiful They will revise poetic techniques and be able to recognise them in poetry. Students will also revise how to approach unseen poems and annotate effectively.</p> <p>Poems studied include:</p> <p><i>Who's for the Game?</i>, <i>Out of the Blue</i>, <i>Dulce et Decorum Est</i> <i>I wandered Lonely as a Cloud</i> <i>Mont Blanc</i> <i>Kubla Khan</i> <i>England in 1819</i></p> <p>Students also study war Propaganda. They will also be looking at non-fiction writing by soldiers. Pupils will also be taught how to structure a literature essay effectively.</p>
LRC	Educake Reading extract Reciprocal reading Fiction Express Reading RFP – personal choice if above chronological age			SAS Vocabulary revision June 5 th -9 th	Homework Educake Guided Reading
Crafting Brilliant Sentences/ Vocabulary	Chapters 5 – 11			SAS SPAG revision June 5 th -9 th	
Assessment	Reading WHW para Creative Prose. Pupils write the engaging opening, problem and climax of their own adventure story. The title The Mission can be given as a prompt/support. Fortnightly spelling tests	2 x SPAG assessment linked to CBS and Reading/ Vocab SOL Article - Why Britain should welcome refugees	Literature response to an extract from <i>A Midsummer Night's Dream</i>		Essay - How does Owen present war in <i>Dulce et Decorum est</i> ? SAS:
Cross Curricular Links		Links to History units on Migration	Links to Y8 History unit on The Tudors and Elizabeth		Links to Y9 Study of WW1

SMSC, British Values, Cultural Capital	Awareness of the importance of reading for pleasure and having strong literacy skills in order to be successful outside of school.	Awareness of the difficulties faced by refugees and	Awareness of Shakespeare's Life in Elizabethan England, The Elizabethan Chain of Being The Globe, Life in Ancient Athens: Law, gender, patriarchy, Elizabethan family relationships.		Students will have increased awareness of the causes of conflict. They will have greater awareness of how different people were affected by war, including women, and people from around the world.
CEIAG	Across all the units taught in English we promote a love of reading for pleasure and stress the importance of solid literacy skills and reading fluency as skills required of any career. Different styles of writing are taught which link to careers in journalism/media. Essay writing skills are also essential for pupils when moving on to higher education.				
Learning outside the classroom	Weekly homework. Educake quizzes, Fiction Express reading.	Weekly homework. Educake quizzes, Fiction Express reading.	Weekly homework. Spelling tests, Educake quizzes, Fiction Express reading.		Weekly homework. Spelling tests, Educake quizzes, Fiction Express reading.
Additional Subject Specific Information	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>		<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>

Year 9					
Term	Autumn 1/ Autumn 2 (8 week unit)	Autumn 2/ Spring 1 (10 week unit)	Spring 1/Spring 2 (10 week unit)	Spring 2/Summer 1 (8 week unit)	Summer SAS June 5-9 th SAS prep June 12-16 th SAS completion
Topic(s)/ Subjects(s)	The Hate U Give	Short Story Writing – writing unit	Romeo and Juliet – literature unit	Genre Fiction: Gothic and Dystopian Fiction – language unit	SAS Reading and creative prose revision week beginning 5 June SAS exam week beginning 12 th June
Knowledge and skills (Content)	<p>Students will complete a unit of work on the novel <i>The Hate U Give</i> by Angie Thomas. They will study the novel and will also study non-fiction texts – articles and news reports which document the Black Lives Matter movement.</p> <p>Students will also study the context of the text. As <i>The Hate U Give</i> is narrated from the point of view of an African American teen, pupils will be taught about the Black Lives Matter movement.</p> <p>Students will develop their close analysis skills and will annotate sections of the novel and also the non-fiction texts, focusing on the effect of authorial methods.</p> <p>Students will also study the portrayal BLM and wrongful deaths of African Americans in the media.</p> <p>Pupils will revise how to structure a literature essay effectively.</p>	<p>Pupils will expand on their writing skill in this unit. They will develop a full understanding of short story features including plot, characterisation, setting, cyclical structure, flash back/ forward, 1st/ 3rd person, speech punctuation, accurate and effective sentencing and vocabulary/ descriptive techniques.</p> <p>Pupils will study some short stories identifying these skills/techniques and using them in their own writing.</p> <p>Pupils will recap on the four part structure of a short story and be introduced to the different types of engaging opening, problem, climax and resolution and have the opportunity to try these in their own writing.</p>	<p>Pupils will revisit Shakespeare in Y9 through their study of the play <i>Romeo and Juliet</i>. They will revise their knowledge of William Shakespeare, patriarchal society, The Chain of Being.</p> <p>Pupils will revisit the varied dramatic techniques exploring how character roles and expectations are presented through language, plot, characters and stage craft with links to social and historical context.</p> <p>Students will study the play focusing on key scenes and work on translation, annotation, and analysis.</p> <p>Themes such as love, hate, fate will be studied in relation to the play. Specific character studies will give pupils a more detailed understanding of character motivation and the play as a whole</p> <p>Study a full play</p> <p>Understand Shakespeare's techniques including blank verse, iambic pentameter, poetry and prose</p>	<p>In Year 9 pupils will revisit the Gothic genre. They will revise their knowledge of the conventions of the genre and the historical context surrounding what made Gothic Fiction so popular in the 19th century. They will also spend some time studying Dystopian Fiction.</p> <p>Students will study the features of the genres and what methods writers use to engage their readers including narrative structure, building tension, creating convincing characters, setting. Students will continue to develop their retrieval, comparison, and evaluation skills by annotating extracts from Gothic/Dystopian texts. <i>Frankenstein, Great Expectations, Wuthering Heights, The Woman in Black, Dracula, Jekyll and Hyde, The Hunger Games, Delirium, 1984, Harrison Bergeron, Divergent, Do Androids Dream of electric Sheep?</i> and clips from some dystopian films.</p>	SAS Revision
Assessment	Essay How has Starr's character developed through the novel?		<p>Extract and whole play response.</p> <p>How does Shakespeare present love and hate in the extract and the wider play?</p>	SAS Creative prose. Pupils write a short story with the title The Test.	SAS Exam
Cross Curricular Links	Links to the Y9 History Unit on America in the 1920s		Links to Y8 History unit on The Tudors and Elizabeth I	Links to Y8 History unit on the Industrial Revolution and Y7 English unit on <i>Frankenstein</i> the play	
SMSC, British Values, Cultural Capital	Racism in society, the Black Lives Matter movement, Civil Rights Movement, Emmett Till, Jim Crow laws, KKK	Awareness of the importance of reading for pleasure and having strong literacy skills in order to be successful outside of school.	Awareness of Shakespeare's Life in Elizabethan England, The Elizabethan Chain of Being	Understanding of prejudice specifically based on appearance. Moral debate about how far people can push the boundaries of science. Feminism and patriarchal societies	

			The Globe, Life in Ancient Athens: Law, gender, patriarchy, Elizabethan family relationships.		
CEIAG					
Learning outside the classroom	Weekly homework. Educake quizzes.	Weekly homework. Educake quizzes.	Weekly homework. Spelling tests, Educake quizzes.	Weekly homework. Spelling tests, Educake quizzes.	
Additional Subject Specific Information	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews</p>	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>	<p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes. One hour each fortnight is a dedicated LRC lesson where tier 2 and 3 vocabulary, reading fluency and comprehension are taught.</p> <p>Knowledge Organisers available for the SOL. Key vocabulary identified in the SOL overviews.</p>	