

# KS3 English Curriculum Coverage: 2026– 2027



## Year 9 - The World of English through Conflict

| Sequenced        | Of Mice and Men                                                                                                                                                                                                                                                                                                                                                                                                                                      | Intrepid Travellers                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Blood Brothers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Survival                                                                                                                                                                                                                                                                                                                                                                                                                   | Dystopian Worlds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Voices in Poetry                                                                                                                                                                                                                                                                                                                                                                       |
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| Key Knowledge    | <p><b>To know:</b></p> <ul style="list-style-type: none"> <li>Social and historical context including:</li> <li>John Steinbeck's life</li> <li>The Great Depression</li> <li>Migrant workers</li> <li>The Dust Bowl</li> <li>Racism and Segregation</li> <li>Key characters</li> <li>Plot development</li> <li>Tracking characters through the motif of dreams</li> </ul> <p>Revisited:<br/>Characterisation<br/>The Slave Trade<br/>Segregation</p> | <p><b>To know:</b></p> <ul style="list-style-type: none"> <li>Purpose, audience, format, tone</li> <li>Purposes of different types of transactional writing</li> <li>Persuasive techniques</li> <li>Discourse markers</li> <li>Format and features of emails</li> <li>Format and features of letters</li> <li>Format and features of reviews</li> <li>Format and features of a leaflet</li> <li>Irony</li> <li>Asides</li> </ul> <p>Revisited:<br/>Pathos, ethos, logos<br/>Idioms</p> | <p><b>To know:</b></p> <ul style="list-style-type: none"> <li>Context of Liverpool 1960-80s (Education, accent, politics, poverty, class division, unemployment)</li> <li>Key characters - tracking how the relationship between Mickey and Edward develops/changes across the play</li> <li>Plot development</li> <li>Key themes: <ul style="list-style-type: none"> <li>-Nature vs. nurture</li> <li>-Education</li> <li>-Fate and superstition</li> <li>-Money and class</li> <li>-Friendship and love</li> </ul> </li> <li>Format and features of a report</li> </ul> <p>Revisited: Political ideologies (Communism/Socialism/Capitalism)</p> | <p><b>To know:</b></p> <ul style="list-style-type: none"> <li>Format and features of guides</li> <li>Format and features of articles</li> <li>Format and features of a speech</li> <li>Discreet reading skills (predict, locate and retrieve, summarise, evaluate, compare)</li> </ul> <p>Revisited: Pathos, ethos, logos<br/>Idioms<br/>PAFT<br/>Persuasive techniques/Rhetoric</p>                                       | <p><b>To know:</b></p> <ul style="list-style-type: none"> <li>Conventions of utopia/dystopia genre</li> <li>Typical dystopian protagonists</li> <li>Typical dystopian settings</li> <li>Structural techniques: <ul style="list-style-type: none"> <li>- narrative hook</li> <li>- cyclical</li> <li>- linear</li> <li>- analepsis</li> <li>- prolepsis</li> <li>- zoom in/zoom out</li> <li>- withheld information</li> </ul> </li> </ul> <p>Revisited: Aristotle's 5-part structure of narrative<br/>Figurative language techniques</p> | <p><b>To know:</b></p> <ul style="list-style-type: none"> <li>Contextual information on each poet</li> <li>Systematic metaphor (semantic field)</li> <li>Caesura</li> <li>End-stopping</li> <li>Enjambment</li> <li>How to make relevant links between poems</li> </ul> <p>Revisited:<br/>Tenor, ground and vehicle<br/>Caesura<br/>End-stopping<br/>Enjambment<br/>Types of metre</p> |
| Key Skills       | <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Analyse a character across a novel</li> <li>Use a range of quotations to support ideas about a character</li> <li>Make links to social and historical context to explore writer's message</li> <li>Contribute to a structured debate in an orderly manner</li> </ul> <p>Revisited:<br/>Analyse authorial intent<br/>Make inferences<br/>SPoken language skills</p>               | <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Use viewpoint, tone and humour for effect</li> <li>Write appropriately for purpose, audience, format and tone</li> <li>Use a range of persuasive techniques in a formal letter, email, review and leaflet</li> </ul> <p>Revisited:<br/>Vary sentence openers<br/>Write appropriately for text, audience and purpose</p>                                                                                            | <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Explore the theme of class across the play</li> <li>Thesis statements</li> <li>Analysis of playwright's purpose for writing</li> <li>Write a report</li> <li>Write appropriately for purpose, audience, format and tone</li> </ul> <p>Revisited:<br/>Analyse a theme across a series of extracts<br/>Analyse authorial intent<br/>Analyse language<br/>Analyse structure<br/>Link context to analysis</p>                                                                                                                                                                     | <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Identify and analyse viewpoint, tone, writer's methods and the effect</li> <li>Write appropriately for purpose, audience, format and tone</li> <li>Use a range of persuasive techniques in guides, articles, reports</li> </ul> <p>Revisited:<br/>Analyse language<br/>Analyse structure<br/>Analyse authorial intent<br/>Link context to analysis</p> | <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Notice patterns of the genre in a selection of dystopian extracts</li> <li>Write an effective dystopian narrative</li> <li>Use dystopian features</li> <li>Developing detail in description</li> <li>Use a range of language and structural techniques for effect</li> <li>Use a range of sentence openers</li> </ul> <p>Revisited:<br/>Vary sentence openers<br/>Description of a setting<br/>Description of a character</p>                                        | <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Explore and compare the themes inner and external conflict across several poems</li> <li>Analysis of language/ form/ structure</li> </ul> <p>Revisited:<br/>Analyse language<br/>Analyse structure<br/>Analyse authorial intent<br/>Link context to analysis</p>                                                   |
|                  | Tier 3 key vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                | Tier 3 key vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Tier 3 key vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Tier 3 key vocabulary                                                                                                                                                                                                                                                                                                                                                                                                      | Tier 3 key vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                        |
| Subject specific | foreshadow<br>motif<br>theme<br>hierarchy<br>stereotype<br>patriarchal<br>tension<br>atmosphere                                                                                                                                                                                                                                                                                                                                                      | optimistic<br>pessimistic<br>critical<br>outraged<br>disillusioned<br>frustrated<br>irritated<br>revulsion                                                                                                                                                                                                                                                                                                                                                                             | omniscient<br>omnipresent<br>biased<br>superstition<br>naivety<br>manipulative<br>opportunistic<br>deprived                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | discourse markers<br>pronouns<br>formality<br>jargon<br>purpose<br>audience<br>format<br>tone                                                                                                                                                                                                                                                                                                                              | utopia<br>dystopia<br>convention<br>propaganda<br>surveillance<br>dehumanised<br>dissent<br>dictatorship                                                                                                                                                                                                                                                                                                                                                                                                                                 | narrative voice<br>persona<br>rhythm<br>form<br>empathy<br>allusion<br>caesura<br>enjambment                                                                                                                                                                                                                                                                                           |

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|  | ominous<br>oppression<br>fraternity<br>predatory<br>isolation<br>derogatory<br>cynical<br>sceptical<br>vulnerable<br>manipulative<br>incongruous<br>segregation<br>misogyny<br>disillusioned | vulnerable<br>indifferent<br>discourse markers<br>pronouns<br>formality<br>jargon<br>purpose<br>audience<br>format<br>tone | impressionable<br>compassionate<br>victimisation<br>social mobility<br>juxtaposition<br>narrator<br>parallel scenes<br>victimisation | locate<br>retrieve<br>infer<br>summarise<br>evaluate<br>vivid<br>lively<br>anecdote<br>popular culture reference | democracy<br>tyrannical<br>captive<br>censorship<br>compliance<br>free will<br>protagonist<br>antagonist<br>totalitarian<br>narrative hook<br>cyclical structure<br>linear structure<br>analepsis<br>prolepsis<br>perspective | sibilance<br>assonance<br>extended metaphor<br>lyric<br>narrative<br>ballad<br>elegy<br>metre<br>metrical foot<br>dactyl dimeter<br>trochees |
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