

Yr7 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<b>'Julia and the Shark'</b>	<p>-Unit of work on 'Julia and the Shark' by Kiran Millwood Hargrave. -Students develop understanding of context and narrative while drawing on their own reading experience over the summer holiday.</p> <p>Concepts - <b>Voice; Context; Characterisation</b> Skills - <b>Composition; Interpretation</b></p>	Ideas drawn from students' own reading and knowledge and skills taught at KS2 honed and developed	<p>-Develop a sense of what tools writers use to create effective characters and setting -Experiment creatively with writing inspired by voices, settings and characters in the novel -Offer interpretive ideas confidently about what the writer means for readers to take from the novel -Writing effectively and analytically about the writer's narrative tools.</p>	<p>Read other novels by Kiran Millwood Hargrave: 'Island at the end of Everything', 'The Girl of Ink and Stars'.</p> <p>Research the Greenland Shark and watch documentaries about the Arctic Ocean (Blue Planet). <a href="https://www.bbc.co.uk/programmes/p02pwnjl">https://www.bbc.co.uk/programmes/p02pwnjl</a></p> <p>Research dementia to understand key themes in the novel: <a href="https://www.dementiauk.org/">https://www.dementiauk.org/</a></p>
Autumn 2	<b>Introduction to poetic form</b>	<p>-Introduction to poetic form and different styles of poetry -Students produce own poetry anthology</p> <p>Concepts - <b>Form &amp; Structure; Voice</b> Skills - <b>Composition; Interpretation</b></p>	<p>Concepts - <b>Voice</b> Skills - <b>Composition; Interpretation</b></p>	<p>-Understand that poetry is composed in a variety of forms and can recall different poetic forms and their conventions -Grasp poetic voice or a poetic speaker may be different from the poet themselves -Experiment creatively with poetic form and voice -Offer thoughts about how poems can be interpreted differently, reflecting on what a poet means and how a poet wants a reader to feel.</p>	<p>Read poetry books (library) Kids' Poems and Stories with Michael Rosen: <a href="https://www.youtube.com/user/artificedesign/videos">https://www.youtube.com/user/artificedesign/videos</a> Watch YouTube videos of spoken word poetry</p> <p>BBC Bitesize poetry revision <a href="https://www.bbc.co.uk/bitesize/topics/zmbj382">https://www.bbc.co.uk/bitesize/topics/zmbj382</a></p>

Spring	<b>London and our migration stories</b>	<p>-Anthology of texts (non-fiction, poetry, prose, plays) -Students appreciate range of modes and forms of personal expression</p> <p>Concepts - <b>Narrative; Setting; Context;</b> Skills - <b>Argument; Presentation</b></p>	Concept - <b>Context</b>	<p>-Understand the scope and breadth of different migration stories to London and make connections between them -Write persuasively using features of a speech -Comment on how writers present migration stories and experiences in a sophisticated manner -Reflect on real world examples to inspire historical creative writing -Develop skills of writing to argue and persuade in preparation for Y9 campaigns unit.</p>	<p>Visit the Migration Museum <a href="https://www.migrationmuseum.org/">https://www.migrationmuseum.org/</a> Wider reading <a href="https://www.britishcouncil.org/sites/default/files/migration_education_pack.pdf">https://www.britishcouncil.org/sites/default/files/migration_education_pack.pdf</a> Reading non-fiction texts (like newspapers) at home with a parent or carer.</p> <p>Practising skim reading a text to quickly ascertain the main idea and scanning a text to find a specific piece of information.</p> <p>Watch migration stories on Youtube: <a href="https://www.youtube.com/results?search_query=uk+migration+stories+ks3">https://www.youtube.com/results?search_query=uk+migration+stories+ks3</a></p>
Summer 1	<b>Shakespeare's villains</b>	<p>Introduction to well-known villains in Shakespeare's plays -Concept of villain problematised and students create own villain character</p> <p>Concepts - <b>Characterisation; Stagecraft</b> Skills - <b>Recreative writing; Comparison</b></p>	Concepts - <b>Characterisation</b> Skills - <b>Composition</b>	<p>-Understanding of how playwrights present villainous characters -Perceptive inferences made about characters -Describe an invented character effectively using the typical character traits taught -Successful written analysis of presentation of a character -Skilled comparison of two characters -Become familiar with Shakespearean language</p>	<p>Watch Royal Shakespeare Company performance clips: <a href="https://www.rsc.org.uk/at-home-with-shakespeare">https://www.rsc.org.uk/at-home-with-shakespeare</a> Watch a live performance of a Shakespeare play.</p>

Summer 2	<b>Power of advertising &amp; the media</b>	<p>-Introduction to the language of advertising and</p> <p>-Students create product and advertising copy to pitch in 'Dragons' Den'</p> <p>Concepts - <b>Representation; Context; Form</b></p> <p>Skills - <b>Presentation; Evaluation</b></p>	<p>Concepts - <b>Context; Form</b></p>	<p>-Understanding of key conventions of advertising and media texts</p> <p>-Successful use of conventions to inform own ideas and creative decisions</p> <p>-Effective written evaluation of how media texts use conventions and represent products and ideas.</p> <p>-Creative and thoughtful invention of product and advertising pitch using language, conventions and representation ideas taught.</p>	<p>How to pitch a product:  <a href="https://www.bbc.co.uk/bitesize/articles/z6p3bdm">https://www.bbc.co.uk/bitesize/articles/z6p3bdm</a></p> <p>Advertising conventions:  <a href="https://www.youtube.com/watch?v=OWz8CzLELLO">https://www.youtube.com/watch?v=OWz8CzLELLO</a></p>
<b>Yr8 (KS3)</b>	<b>Topic Area</b>	<b>Knowledge/Skills that are taught</b>	<b>Knowledge/Skills revisited</b>	<b>What does good look like?</b>	<b>Resources/support at home</b>
Autumn 1	<b>'The Boxer'</b>	<p>-Unit of work on 'The Boxer' a novel by Nikesk Shukla</p> <p>-Diverse voices and experiences foregrounded</p> <p>Concepts - <b>Voice; Narrative; Theme</b></p> <p>Skills - <b>Composition; Interpretation</b></p>	<p>Concepts - <b>Voice; Narrative; Theme</b></p> <p>Skills - <b>Composition; Interpretation</b></p>	<p>-Deepen interpretive skills in both discussion and written work</p> <p>-Confidently offer own thoughts about how a narrative voice creates meaning</p> <p>-Develop grasp of what is meant by 'theme' in literary texts and be able to name a selection of themes in the novel</p> <p>-Develop creative writing skills by analysing and imitating the novel's writing style.</p>	<p>Read: A Change is Gonna Come by Darren Chetty, The Hate U Give by Angie Thomas, The Boxer by Nikesk Shukula, Tender Earth by Sita Brahmachari, The Hypnotist by Laurence Anholt</p> <p>Watch The Boxer trailer  <a href="https://www.youtube.com/watch?v=6L3Ce5mLj_g">https://www.youtube.com/watch?v=6L3Ce5mLj_g</a></p>

Autumn 2	<b>War Poetry</b>	<p>-Poetry from a variety of different conflicts, including WW1 -Students practise transactional and poetry writing</p> <p>Concepts - <b>Representation; Theme; Context; Debate; Style</b> Skills - <b>Annotating; Analysis; Comparison</b></p>	<p>Concepts - <b>Representation; Context</b> Skills - <b>Analysis; Comparison</b></p>	<p>-Adding to concepts of form and voice in poetry in Y7, students understand poetry can be grouped in terms of theme -Grasp that the way in which war is represented can differ depending on context -Develop skills of annotation to record ideas gathered about poems in discussion -Offer perceptive ideas about how two or more poems compare by reflecting on similarities and differences and justifying ideas with textual evidence.</p>	<p>Read about war poets <a href="https://www.warpoets.org/home/what-is-war-poetry-an-introduction-by-paul-oprey/">https://www.warpoets.org/home/what-is-war-poetry-an-introduction-by-paul-oprey/</a> Explore War museums <a href="https://www.iwm.org.uk/">https://www.iwm.org.uk/</a> Reading: Line of Fire by Barroux (graphic novel); Once by Morris Gleitzman; Remembrance by Theresa Breslin; The Foreshadowing by Marcus Sedgwick</p> <p>Watch a war movie: 'War Horse', 'Private Peaceful'. Interview a family member about their experience with war/ war evacuation.</p>
Spring	<b>'Romeo and Juliet'</b>	<p>-Students read whole Shakespeare play -Material taught creatively using some drama</p> <p>Concepts - <b>Characterisation; Stagecraft; Theme</b> Skills - <b>Presentation; Recreative writing</b></p>	<p>Concepts - <b>Characterisation; Theme</b> Skills - <b>Presentation; Recreative writing</b></p>	<p>-Using the Y7 unit of work as a springboard to read a Shakespeare play in its entirety, students will develop their sense of how characters are created using plot, dialogue and stagecraft -Experiment with re-creative writing to predict and imagine elements of the play's plot and attempt to match Shakespeare's style and language -Confidently, present and share ideas about the play to</p>	<p>Download free books or play texts: <a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a> Read: Noughts &amp; Crosses by Malorie Blackman, Chasing the Stars by Malorie Blackman, Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz</p> <p>Look at the RSC website <a href="https://www.rsc.org.uk/romeo-and-juliet/the-plot">https://www.rsc.org.uk/romeo-and-juliet/the-plot</a></p>

				creatively interpret and and act out moments in the play	
Summer 1	<b>Antarctic and Environmental Anthology</b>	-Anthology of texts (non-fiction, poetry, prose) -Students practise transactional writing and are introduced to concept of literary theory Concepts - <b>Voice; Setting; Debate</b> Skills - <b>Synthesising; Debating; Evaluation</b>	Concepts - <b>Voice; Setting</b> Skills - <b>Evaluation</b>	-Ability to analyse unseen non-fiction texts all linked with a similar topic -Ability to make connections across texts -Students should be able to apply the knowledge learnt to creating transactional writing	Read: No One is Too Small to Make a Difference by Greta Thunberg, Into the Wild, Into Thin Air by John Krakauer, The Everest Files by Matt Dickenson Watch: David Attenborough documentaries such as Planet Earth.
Summer 2	<b>'In the Sea there are Crocodiles'</b>	-Contemporary novel study (literary non-fiction) -Students' concepts of voice and narrative developed  Concepts - <b>Voice; Form &amp; Structure; Characterisation</b> Skills - <b>Critical writing; Interpretation; Argument</b>	Concepts - <b>Voice; Form; Characterisation</b> Skills - <b>Interpretation; Argument</b>	-Using their Y7 novel study as a springboard, students develop their understanding of what makes a novel and understand the conventions the form and of literary non-fiction -Deepen interpretive skills in written work and put forward personal opinions about how characters are presented and choices writers have made -Confidently offer own thoughts about how meaning is made in class discussions -Develop critical writing skills by gathering points made in discussions and writing coherently.	Read: The Bone Sparrow by Zana Fallion, Kick by Mitch Johnson, A Story Like The Wind by Gill Lewis, illustrated by Jo Weaver. Watch the book trailer: <a href="https://www.youtube.com/watch?v=yvdvdtpleTo">https://www.youtube.com/watch?v=yvdvdtpleTo</a> BBC Bitesize - investigating non-fiction texts: <a href="https://www.bbc.co.uk/bitesize/articles/zkpfvk7">https://www.bbc.co.uk/bitesize/articles/zkpfvk7</a> Watch clips of migration stories: <a href="https://www.youtube.com/results?search_query=ks3+migration+stories">https://www.youtube.com/results?search_query=ks3+migration+stories</a>

Yr9 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<b>'The Empress'</b>	<p>-Drama unit based on Tanika Gupta's play</p> <p>-Students develop understanding of stagecraft and dramatic techniques, while context is foregrounded</p> <p>Concepts - <b>Context; Theme; Setting; Stagecraft</b></p> <p>Skills - <b>Analysis; Presentation; Critical writing</b></p>	<p>Concepts - <b>Voice; Setting; Debate</b></p> <p>Skills - <b>Synthesising; Debating; Evaluation</b></p>	<p>-Confident verbal and written analysis of key themes and ideas in the text.</p> <p>-Ability to understand the context of the play (postcolonialism, empire, 19th century values) and write about these fluently</p> <p>-Re-visiting evaluation skills and applying them to discussion of character</p> <p>-Write creatively for purpose: playtext.</p>	<p>Watch a clip with details about Queen Victoria:  <a href="https://www.youtube.com/watch?v=LmZPcXI73QM">https://www.youtube.com/watch?v=LmZPcXI73QM</a></p> <p>Watch the film 'Victoria and Abdul'</p> <p>Visit the East End Women's museum:  <a href="https://eastendwomensmuseum.org/">https://eastendwomensmuseum.org/</a></p>
Autumn 2	<b>Dystopian film and media</b>	<p>-Introduction to film and media studies alongside extracts of dystopian prose</p> <p>-Unit foregrounds skills of comparison and interpretation</p> <p>Concepts - <b>Genre; Representation; Theme; Setting</b></p> <p>Skills - <b>Comparison; Recreative writing; Analysis</b></p>	<p>Concepts - <b>Representation; Theme; Setting</b></p> <p>Skills - <b>Comparison; Recreative writing; Analysis</b></p>	<p>-Grasp ideas about literary genre and recall conventions specific to it</p> <p>-Confidently comment on how setting is used by writers/filmmakers to situate texts within a genre and/or subvert it</p> <p>-Write creatively and successfully within genre conventions</p> <p>-Analyse perceptively how writers/filmmakers represent dystopia and compare extracts thoughtfully using evidence.</p>	<p>Read: 1984 by George Orwell; A Brave New World by Aldous Huxley; the Divergent series by Veronica Roth; The Maze Runner by James Dashner</p> <p>Watch:<a href="https://www.bbc.co.uk/programmes/b09k0nzl">https://www.bbc.co.uk/programmes/b09k0nzl</a> ;  <a href="https://www.bbc.co.uk/programmes/w3cswp6z">https://www.bbc.co.uk/programmes/w3cswp6z</a></p> <p>Watch: Divergent, Maze Runner, Hunger Games, Fahrenheit 451, Mad Max</p>
Spring 1	<b>Protest: Campaigns that</b>	<p>-Anthology unit (non-fiction) drawing on diverse social and</p>	<p>Concepts - <b>Voice; Form &amp; Structure; Debate</b></p>	<p>-Understanding Human Rights</p> <p>-Writing to persuade effectively</p>	<p>Read: Here I Stand: Stories that Speak for Freedom by Amnesty International UK, John Boyne, et al,</p>

	<p><b>changed the world</b></p>	<p>political protest movements including BLM and Stonewall -Students develop understanding of protest poetry as well as speeches</p> <p>Concepts - <b>Voice; Form &amp; Structure; Debate; Style</b> Skills - <b>Debating; Evaluation; Synthesising</b></p>	<p>Skills - <b>Debating; Evaluation; Synthesising</b></p>	<p>-Constructing an argument coherently (oral and written) -Using rhetorical and persuasive techniques in writing effectively -Researching activist campaigns -Raising awareness and support for a campaign -Writing and delivering a speech confidently.</p>	<p>On the Come Up by Angie Thomas, Guantánamo Kid by Alexandre Franc and Jérôme Tubiana, BBC News online- <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> Read about Human Rights <a href="https://www.bbc.co.uk/bitesize/guides/z2fymsg/revision/1">https://www.bbc.co.uk/bitesize/guides/z2fymsg/revision/1</a> Read these articles on speeches that changed the world: <a href="https://www.bbc.co.uk/newsround/46840111">https://www.bbc.co.uk/newsround/46840111</a> Watch a documentary: <a href="https://www.youtube.com/watch?v=GMmgfoJvbGA">https://www.youtube.com/watch?v=GMmgfoJvbGA</a></p>
Spring 2	<p><b>‘The Black Flamingo’</b></p>	<p>-Novel in verse unit focusing on Dean Atta’s ‘The Black Flamingo’ -Students develop understanding of poetry and appreciate the wide variety of forms it can be written in -Diverse voices and experiences foregrounded</p> <p>Concepts - <b>Characterisation; Voice; Form</b> Skills - <b>Composition; Critical writing; Analysis</b></p>	<p>Concepts - <b>Characterisation; Voice; Form</b> Skills - <b>Composition; Critical writing; Analysis</b></p>	<p>-Engage with important and challenging SEMH topics that will encourage stimulating and important discussion -Analyse confidently the writer’s use of structure and form in the novel -Write imaginatively using the novel as a stimulus -Confidently explore how characterisation and voice are crafted in the novel. -Comment perceptively about how both the writer’s life and identity as a member of the LGBT+ community are represented in the verse novel.</p>	<p>Watch this video of Dean Atta talking about his work: <a href="https://www.youtube.com/watch?v=0UdejBoQ1v8">https://www.youtube.com/watch?v=0UdejBoQ1v8</a> Read: Dante and Aristotle Discover the Secrets of the Universe by Benjamin Alire Sáenz; The Miseducation of Cameron Post by Emily M. Danforth; Perks of Being a Wallflower by Stephen Chbosky; Gender Rebels by Anneka Harry</p>

<p>Summer 1</p>	<p><b>Gothic anthology and 'Frankenstein'</b></p>	<p>-Gothic poetry as well as extracts of Gothic prose followed by reading of whole novel -Unit draws together concepts of character, narrative, genre and context explored throughout KS3 units</p> <p>Concepts - <b>Genre; Theme; Form; Context</b> Skills - <b>Annotating; Critical writing, Comparison</b></p>	<p>Concepts - <b>Genre; Theme; Form; Context</b> Skills - <b>Annotating; Critical writing, Comparison</b></p>	<p>-Draw on understanding of genre established in dystopia unit to develop knowledge of genre and conventions -Write critically about how meaning is shaped by writers' use of genre conventions -Analyse perceptively how writers represent Gothic themes and conventions and compare extracts thoughtfully using evidence -Successfully annotate passages with ideas in preparation to develop these effectively in writing. -Sophisticated written analysis of key aspects of the novel with evidence of own interpretation</p>	<p>Download free Gothic books, e.g. Edgar Allen Poe short stories <a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a> Discover other literature texts to read: <a href="https://readgreatliterature.com/how-to-find-great-literature-online-for-free/">https://readgreatliterature.com/how-to-find-great-literature-online-for-free/</a> Explore the Gothic genre: <a href="https://www.bl.uk/romantics-and-victorians/themes/the-gothic">https://www.bl.uk/romantics-and-victorians/themes/the-gothic</a></p>
<p>Summer 2</p>	<p><b>'Julius Caesar'</b></p>	<p>-Drama unit building on skills of understanding and interpreting Shakespeare taught throughout KS3 -Students read whole Shakespeare play</p> <p>Concepts - <b>Characterisation; Theme; Stagecraft; Setting; Style</b> Skills - <b>Analysis; Critical writing; Argument</b></p>	<p>Concepts - <b>Characterisation; Theme; Stagecraft; Setting; Style</b> Skills - <b>Analysis; Critical writing; Argument</b></p>	<p>-Demonstrate clear understanding of how playwrights characterise using plot, dialogue and stagecraft -Write critically offering perceptive ideas about a playwright's intentions for how an audience should interpret characters -Build on understanding of persuasive techniques and the subtlety with which they may be used.</p>	<p>Watch Royal Shakespeare Company performance clips: <a href="https://www.rsc.org.uk/at-home-with-shakespeare">https://www.rsc.org.uk/at-home-with-shakespeare</a> Watch a live performance of a Shakespeare play or different recorded versions of the play.  Explore the play: <a href="https://www.bl.uk/works/julius-caesar">https://www.bl.uk/works/julius-caesar</a></p>





English KS3 Curriculum Map 2023-24