

English KS3 Curriculum Map

		Autumn Term		Spring Term		Summer Term	
Year	Component	Unit 1	Unit 2	Unit 3	Unit 4		
Year 7 In Year 7, we establish some of the traditional pillars of fiction: character, setting, plot, and form. Pupils begin the year with a classic from the English Literary Heritage, and end the year studying a text of contemporary relevance, book-ending pupils' first year at Ark Blake Academy with evidence of English literature's rich breadth. In Mastery Writing lessons, pupils begin by revisiting foundational skills taught at KS2 to ensure they are secured, before progressing to master skills that will enable them to add complexity and nuance to their writing.	Literary Heritage (4 hours per week)	<i>Oliver Twist</i> by Charles Dickens <ul style="list-style-type: none"> Knowledge Content: Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality Threshold Concept: Different characters play different roles in stories Link to Prior Learning: Builds on understanding of narrative (plot and character) from KS2 Enquiry Question: What kind of character is Bill Sikes?	<i>A Midsummer Night's Dream</i> by William Shakespeare <ul style="list-style-type: none"> Knowledge Content: 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 Threshold Concept: Language and structure shapes how readers and audiences respond to texts Link to Prior Learning: Builds on awareness of Shakespeare's life and work from KS2 Enquiry Question: Is the love potion good or bad?	Poetry Anthology (1) <ul style="list-style-type: none"> Knowledge Content: Structure and use of metaphor; poetic forms; poets studied include William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg Threshold Concept: Poems create meaning as much through form and structure as they do through language Link to Prior Learning: Builds on knowledge of literary forms Enquiry Question: How does the poet describe the tom cat?	<i>Benjamin Zephaniah's Refugee Boy</i> adapted for the stage by Lemn Sissay <ul style="list-style-type: none"> Knowledge Content: Context of migration, displacement and refugees; Sissay's life, Zephaniah's life; audiences; dramatic devices including entrances and exits; the form of a modern play including stage directions Threshold Concept: Context influences how texts are written and how texts are read Link to Prior Learning: Builds on knowledge about the form of a play from AMND Enquiry Question: How does the audience feel about Alem's story?		
		Curriculum Skills / Mastery Writing (2 hours per week)	Autumn Term Composing a topic sentence; the subject; subject / verb agreement; the past simple tense	Spring Term Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech; narrative structures	Summer Term Writing about unseen texts; temporal clauses; paragraphing; avoiding fragments		
Year 8 Having established the traditional rules and pillars of fiction in Year 7, pupils in Year 8 are encouraged to peer more intently into the engines of story-craft. They will explore the role and significance of genre, and then be supported to dispel any notion of stories having singular meaning. Genre remains of significance throughout the year as students encounter detective fiction, the ineffable nature of Shakespeare's genres, the political allegory, and the Gothic. In Mastery Writing lessons, pupils will continue to add complexity and sophistication to their toolkit so that by the end of the year they are equipped for creative endeavour.	Literary Heritage (4 hours per week)	<i>The Adventures of Sherlock Holmes</i> by Arthur Conan Doyle <ul style="list-style-type: none"> Knowledge Content: Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals Threshold Concept: Texts belong to different genres which can influence their creation Link to Prior Learning: Revise and revisit the Victorian era Enquiry Question: What kind of character is Sherlock Holmes?	<i>The Tempest</i> by William Shakespeare <ul style="list-style-type: none"> Knowledge Content: The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states Threshold Concept: Readers can interpret texts and characters in different ways Link to Prior Learning: Revise and revisit the form of a play and Shakespeare's genres Enquiry Question: How is Caliban presented in the extract and in the rest of the play?	<i>Animal Farm</i> by George Orwell <ul style="list-style-type: none"> Knowledge Content: Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption Threshold Concept: Stories can function on literal, metaphorical and allegorical levels Link to Prior Learning: Revise and revisit metaphor and significance of context Enquiry Question: How and why does the farm fail in <i>Animal Farm</i> ?	The Gothic (An Anthology of Short Stories) <ul style="list-style-type: none"> Knowledge Content: The form of a short story; the gothic tradition including tropes such as transformation and madness; symbolism; subversion; writers studied include Charlotte Perkins Gilman, Henry James and Mary Shelley Threshold Concept: Short stories hide meaning everywhere Link to Prior Learning: Revise and revisit genre and allegory Enquiry Question: How do writers use and subvert genre conventions?		
		Curriculum Skills / Mastery Writing (2 hours per week)	Autumn Term Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses	Spring Term Closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices	Summer Term Creative writing; extended metaphor; writing character; describing settings; Chekhov's Gun; horror, romance, adventure, fantasy and poetic justice		
Year 9 By the end of Year 8, pupils will have embraced their role as interrogative readers. In Year 9, pupils are equipped with the knowledge and skill to zoom in and out when examining texts,	Literary Heritage (4 hours per week)	<i>Jane Eyre</i> by Charlotte Brontë <ul style="list-style-type: none"> Knowledge Content: Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in Jane Eyre 	<i>Romeo and Juliet</i> by William Shakespeare <ul style="list-style-type: none"> Knowledge Content: The Prologue; foreshadowing in Romeo and Juliet; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form 	Poetry Anthology (2) <ul style="list-style-type: none"> Knowledge Content: Extended metaphors; 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis 	Extracts from <i>Girl, Woman, Other</i> by Bernardine Evaristo <ul style="list-style-type: none"> Knowledge Content: Narrative voice; narrative structure; experimental literature; Evaristo's life; nuance; stereotypes and countertypes 		



exploring how the smallest of details contribute to the greatest of meanings. Again, the academic year is book-ended with texts that offer very different perspectives of female experience, emphasising literature's power to speak for everyone.

**Curriculum Skills /
Mastery Writing (2
hours per week)**

- Threshold Concept: Close text analysis illuminates the whole text
- Link to Prior Learning: Revise and revisit Victorian society including gender roles

Enquiry Question: Explore the way Brontë presents Jane's childhood experiences.

- Threshold Concept: Beginnings and endings are of vital importance
- Link to Prior Learning: Revise and revisit Shakespeare's genres and types of characters

Enquiry Question: How does Shakespeare present Juliet as a tragic hero?

- Threshold Concept: Speakers, personas and voices are not the same as poets and writers
- Link to Prior Learning: Revise and revisit metaphors and poetic forms

Enquiry Question: How do poets present ideas and themes?

- Threshold Concept: Once mastered, linguistic and literary rules are there to be broken
- Link to Prior Learning: Revise and revisit classical structures and traditional prose style

Enquiry Question: How do writers use language, structure and form to construct narrative voice?

Autumn Term

Apostrophe of omission; the apostrophe; past perfect continuous; countable and uncountable nouns; future perfect simple

Spring Term

Sustaining a thesis; structuring a thesis; future perfect continuous; defining relative clauses; non-defining relative clauses

Summer Term

Comparing texts; thesis and antithesis; chronological and non-chronological composition; 2nd conditional; 3rd conditional