

Key stage 3 Curriculum map 2019-20			Subject: English			
Year 7	Half term 1 Sept – October	Half term 2 November – December	Half term 3 January - Feb	Half term 4 February – April	Half term 5 April - may	Half term 6 June - July
Weeks	7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7.5 weeks
Module	Creating Spooky Stories	Reading Spooky Stories	Text Explorers 1	Introduction to Shakespearean Stories	Viewpoints and Voices 1	Holes
Key learning questions	How can we write to form and for audience?	How can we challenge our reading skills through exploring the literary canon?	How can we use our writing skills to improve the effectiveness of texts?	How can we challenge our reading skills through drama texts?	How can we use the features of persuasion to write an effective speech?	How we can challenge our critical reading skills by studying a whole text?
SEND & SEMH Provisions	Hackney Lit., Reading Programme Character Props Scaffolded learning Reader & scribe support	Hackney Lit., Reading Programme Character Props Scaffolded learning Reader & scribe support	Hackney Lit., Reading Programme Character Props Scaffolded learning Reader & scribe support	Audio-visual/ ICT resources including film clips of key scenes/ full 1996 film version Graphic comic/ simplified text versions Short/ detailed summaries	Audio-visual/ ICT resources Reader/ scribe support Writing Frames Dyslexia/ ASC friendly classroom	Listen Reading Contextual studies Audio-visual/ ICT resources Reader/ scribe support Writing Frames Dyslexia/ ASC friendly classroom
Off-site opportunity	Silverbox – make a film (CC Media)	A Christmas Carol Theatre Production at The Spire	Create a news report in the community / a debate / visit a newspaper office	Hip Hop Shakespeare Company visit	Open Mic event during the Brighton Festival	Team Building Activity such as climbing/challenges such as Blacklands or Jamie's Farm
Extended writing	Story ending Describing a character	Short story review	News report	Write a story using a Shakespearean character as a modern day version	Write a speech	Re-write a scene from Holes
Assessment End of module	Writing: Writing a story or a film script	Reading: Bloody Mary APP Reading Task Self-assessment opportunity	Writing: Newspaper article	Reading – analysis of an extract from a play	Writing – Persuasive Writing	Reading – Analyse a character
Celebration of achievement: outcome, display, presentation, class book etc.	Classroom display/ reading out stories/ film played in assembly	Perform/ record a sketch based on character or event from spooky story/ film viewing in assembly	Make a Y7 newspaper article or TV report 'Homewood News'	Anthology of class work or create a play	Deliver the speech/spoken word piece	Anthology of stories as a class
PD passport	Reading aloud / Taking on a role in a team	Visit to a theatre to watch a production/ take a role in a dramatic production	Interviewing members of the community	Take part in an acting/ hip-hop workshop	Present a speech	Taking part in a team- building activity

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Year 8	Half term 1 Sept – October	Half term 2 November – December	Half term 3 January - Feb	Half term 4 February – April	Half term 5 April - may	Half term 6 June - July
	7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7.5 weeks
Module	Text Explorers 2	19 th Century Stories including Monkey's Paw/ ACC	Life-long & Literary Villains	Shakespearean Characters	Viewpoints and Voice 2	Of Mice and Men
Key learning questions	How can we improve our writing skills by using presentational and structural techniques as well as more complex vocab?	How can we challenge our reading skills through 19 th Century literature? Can we examine and comment on how writers create character and effects?	How can we write for form, audience and purpose? Can we use reading skills to improve our own writing?	How can we develop our reading skills to understand more challenging texts through drama?	How can we use the poetic features to express our viewpoints?	How we can challenge our critical reading skills through context by studying a whole text?
SEND & SEMH Provisions	Scaffolded learning Reader & scribe support	Hackney Lit,. Reading Programme Character Props Scaffolded learning Reader & scribe support	Reader/ scribe support Writing Frames Dyslexia/ ASC friendly classroom	Audio-visual/ ICT resources including film clips of key scenes/ full 1996 film version Graphic comic/ simplified text versions Short/ detailed summaries	Audio-visual/ ICT resources Reader/ scribe support Writing Frames Dyslexia/ ASC friendly classroom	Audio-visual/ ICT resources Reader/ scribe support Writing Frames Dyslexia/ ASC friendly classroom
Off-site opportunity	Visit media outlet or campaign headquarters/ local protest site	A Christmas Carol Theatre Production at The Spire	Visit to the cinema / famous villains from Brighton tour	Hip Hop Shakespeare Company visit	Brighton Festival – poetry/spoken word	Independence Day Celebration through context
Extended writing	Non-fiction texts: writing to argue/ persuade/ advise	Essay response to extract Their own story e.g. 'The Monkey's Finger'	Write biography or obituary for a real-life or literary villain	Write a diary entry/ letter to an agony aunt for a character	Write a poem	Write Chapter 7 of OMAM
Assessment End of module	Writing: to form, purpose & audience Reading: APP/ KS3 Reading Task	Reading: How does a writer use language to present character & create atmosphere? LA: character profile	Writing: Write a story with a literary or real life villain	Reading – Analyse a key character	Writing: Choose to write a poem/ song lyrics or spoken word piece	Reading: Analyse a theme of OMAM
Celebration of achievement: outcome, display, presentation, class book etc.	Create their own: classroom display/assembly presentation/ school campaign	Recreate their own film scene Article in HWC newsletter	Read out bio/ story to another class or present in assembly	Anthology of diary entries	Film the poems being read aloud / make a video or music video	Create their own folder of best work
PD passport	Take part in a class debate	To read literature from other centuries	Take part in a tour of Brighton/ presenting to a group of people	Encouraging peers to step out their comfort zone	Write a poem / meet a poet	To own an achievement folder of writing

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Year 9	Half term 1 Sept – October	Half term 2 November – December	Half term 3 January - Feb	Half term 4 February – April	Half term 5 April - May	Half term 6 June - July
	7 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7.5 weeks
Module	Gothic Horror (Comp.2) LANGUAGE P1 LITERATURE P1	Adventures through 19 th Century Literature (Comp.2) LANGUAGE P2 LITERATURE P1	The Next Step (Comp.1) LANGUAGE P2 FUNCTIONAL SKILLS SPOKEN LANGUAGE	Shakespeare: Romeo and Juliet LITERATURE P1	Media Campaigns (Comp.1) LANGUAGE P2 FUNCTIONAL SKILLS SPOKEN LANGUAGE Viewpoints & Perspectives	Viewpoints & Voices: Poetry LITERATURE P2 SPOKEN LANGUAGE (P2) Viewpoints & Perspectives
Key learning questions	AQA EL3 assessment criteria (See MTP) GCSE AO1/2/5/6	AQA EL3 assessment criteria (See MTP) GCSE AO1/2/3/5/6	AQA EL3 assessment criteria (See MTP) GCSE Lang. P2	See KS3 Lit. Assessment Criteria	AQA EL3 assessment criteria (See MTP)	Can we understand how and why viewpoints and ideas are expressed through poetry? Can we comment on and compare texts? Can we use language effectively to express our own ideas and opinions?
Skills and Abilities	To understand and comment on how writers use language & structure for effect To use language effectively in our own writing	To read a range of 19thC texts To consider how experience influences viewpoint & how in turn viewpoint influences writing To show understanding of structure and sequencing in non-fiction texts To write to form - diary entry - story	Can we identify our own skills, abilities & interests? Can we match our skills & interests to training or career opportunities? Can we write a personal statement? Can we use spoken language effectively to communicate in a range of contexts?	Can we read and understand a challenging text from a different historical period? Can we analyse language and structure and comment on how writers use these for effect?	To understand and comment on how writers use language & structure for effect To write to form (video script) To use language effectively in our own writing	To consider how experience influences viewpoint & how in turn viewpoint influences writing Can we use spoken language effectively to communicate in a range of contexts?
SEND & SEMH Provisions	Audio-visual/ ICT resources Dyslexia & ASC friendly classroom Reading slide Modified text Writing frames/ sentence starters/ word banks Sensory Toys	Audio-visual/ ICT resources Dyslexia & ASC friendly classroom Reading slide Modified text Writing frames/ sentence starters/ word banks Sensory Toys	Audio-visual/ ICT resources Dyslexia & ASC friendly classroom Reading slide Modified text Writing frames/ sentence starters/ word banks Sensory Toys	Audio-visual/ ICT resources including film clips of key scenes/ full 1996 film version Graphic comic/ simplified text versions Short/ detailed summaries	Audio-visual/ ICT resources Dyslexia & ASC friendly classroom Reading slide Modified text Writing frames/ sentence starters/ word banks Sensory Toys	Audio-visual/ ICT resources Dyslexia & ASC friendly classroom Reading slide Modified text Writing frames/ sentence starters/ word banks Sensory Toys

Off-site opportunity	Visit Gothic Architecture in Brighton	Go on a local adventure to the woods or the Downs Visit a museum	Visit a college/post-16 provider/university	Romeo & Juliet production (with TCH)/ Hip Hop Shakespeare Company visit	Visit Caroline Lucas/ campaign in site or office in Brighton	Visit a War Memorial – story-telling of poems Imperial War Museum London
Extended writing	Description of character/ Summary/ Re-write Dracula ending	Write an adventure story/ account of an expedition – Free Solo/127 Hours/Touching the Void/Everest/ Falcon-Scott	Write a CV for a work experience or college placement application to college or training/ apprenticeship/ job opportunity including personal statement	Write a diary entry for a main character	Create a school campaign/ script for a campaign radio show Write a speech Write a letter to Caroline Lucas/ MP	Write a story linked to a poem or a character from literature you have read Write a poem or a speech
Assessment End of module	AQA Entry Level 2/3 assessment Comp.2 Gothic Horror	AQA Entry Level 2/3 assessment Comp.2 Adventure	AQA Entry Level 2/3 assessment Comp.1 The Next Step	Reading: Analyse an extract/ structured response to an exam-style question	Writing: Write a script for a healthy living vlog	Reading: Compare two poems: structured response to an exam-style question
Celebration of achievement: outcome, display, presentation, class book etc.	Recording the reading of a gothic story using iMovie app sound effects/ class or assembly presentation	Presentation of an explorer in class or in assembly Classroom display/ anthology of work	Mock college/ job interviews	Act out a scene/ record using an iPad/ edit in iMovie/ class or assembly presentation	Make a film about a campaign (either your own or local)	Poetry slam/ presentations in assembly
PD passport	Train journey to the local area	Watch a documentary as a group and discuss points of interest	Visit to a post-16 facility Create a CV	Watch a Shakespeare production	Speak to a prominent person in the local area	Listen to a storyteller/ present to an audience