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| Key Stage 3 Curriculum **Catch-up** Map 2021-22 Subject: English | | | | | | |
| 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 |
| Weeks | 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7.5 weeks |
| Module | Spooky Stories & Horror Film | ELC Comp.2  Myths & Legends | The Short Novel Awards | World of Shakespeare | ELC Comp.1  Hobbies | Viewpoints and Voices |
| **Key learning questions**  **Introduce**  **Revisit**  **Embed** | Practice reading skills through a range of texts  Take on a range of roles in a group task  Work as a group to produce a finished project | Writer’s tricks to grip readers  Structuring stories  Story endings  SPAG | Challenge critical reading skills by studying a whole text  Evaluate a range of texts by giving opinion based on evidence | Challenge reading skills through drama texts | Apply reading skills to non-fiction texts  Identify the features of non-fiction texts  Write to explain a process or viewpoint | Show understanding of a range of unseen poetry  Identify poetic conventions and how ideas are conveyed |
| **Off-site opportunity** | Local Horror Settings: Woods, Lane, Downs  Haunted Brighton Tour | Visit site or attraction to explore Christmas traditions | Trip to Waterstone’s book shop in Brighton city centre | Theatre Trip (to Shakespeare’s Globe) | Try-out Trip  Experiment with some new hobbies & pastimes/ visit places of interest & relevance | Visit to open-mic event |
| **Extended writing** | Horror Film  Planning:  Plot sequencing  Character/Script | Narrative Writing based on stimulus | Narrative based on reading e.g. write the next chapter of a unit novel | Rewrite a scene as a modern day version | Opinion Piece | Write your own poem |
| **Assessment**  **End of module** | Reading:  **Bloody Mary APP**  **AQA NEA ELC2 Comp.2**  **’Myths & Legends’ Section A** | Writing:  **AQA NEA**  **ELC 2 Comp2**  **‘Myths & Legends’**  **Section B** | Writing:  Book Review | Reading – analysis of an extract from a play | AQA NEA  **ELC Silver Step Comp.1**  **Hobbies**  **Sections A & B**  **Spoken Language** | Spoken Language Individual Task |
| **Celebration of achievement: outcome, display, presentation, class book etc.** | Screening of horror film in whole-school assembly | Classroom display of student work | Classroom awards display board | Anthology of class work or create a play | Soap-box assembly | Poetry Slam |
| **PD passport** | Learn to work as a group by taking on a variety of roles | Visit to a theatre to watch a production/ take a role in a dramatic production | Take part in a debate | Take part in an acting/ music workshop | Identify your leisure and possible college interests | Speak to familiar and unfamiliar people |

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| Year 9 | Half term 1  September - October | Half term 2  November – December | Half term  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 | 19th Century  Gothic Horror  ELC2 Comp.2 | Life-long & Literary Villains | AQA ELC2 Comp.1  Hobbies | Shakespeare: Midsummer Night’s Dream | Viewpoints and Voices | Of Mice and Men |
| **Key learning questions** | Challenge reading skills  Examine and comment on how writers create effects | Use reading skills to improve your own writing  Write for form, audience and purpose | Apply reading skills to non-fiction texts  Identify the features of non-fiction texts  Write to explain a process or viewpoint | 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? |
| **Off-site opportunity** | Cinema/ Theatre Trip | Visit to the cinema / famous villains from Brighton tour | Try-out Trip  Experiment with some new hobbies & pastimes/ visit places of interest & relevance | Trip to watch a Shakespeare production | Brighton Festival – poetry/spoken word | Independence Day Celebration through context |
| **Extended writing** | Essay response to extract  Story writing e.g. ‘The Monkey’s Finger’ | Write biography or obituary for a real-life or literary villain | Opinion Piece | Write a diary entry/ letter to an agony aunt for a character | Write a poem | Write Chapter 7 of OMAM |
| **Assessment**  **End of module** | AQA ELC2 NEA  Comp.2  Gothic Horror  Sections A & B | Spoken Language assessment: Writing to explain | AQA NEA  ELC Silver Step Comp.1  Hobbies  Sections A & B  Spoken Language | Extract analysis | 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.** | Recreate their own film scene for Yr9 anthology | Read out bio/ story to another class or present in assembly | Soap-box 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** | To read literature from other centuries | Take part in a tour of Brighton/ presenting to a group of people | Identify your leisure and possible college interests | Encouraging peers to step out their comfort zone | Write a poem / meet a poet | To own an achievement folder of writing |