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| Key Stage 3 Curriculum **Catch-up** Map 2021-22 Subject: English |
| Year 8  | Half term 1 Sept – October  | Half term 2November – 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.2Myths & Legends | The Short Novel Awards | World of Shakespeare | ELC Comp.1Hobbies | Viewpoints and Voices  |
| **Key learning questions****Introduce****Revisit****Embed** | Practice reading skills through a range of textsTake on a range of roles in a group taskWork as a group to produce a finished project  | Writer’s tricks to grip readersStructuring storiesStory endingsSPAG  | Challenge critical reading skills by studying a whole textEvaluate a range of texts by giving opinion based on evidence | Challenge reading skills through drama texts | Apply reading skills to non-fiction textsIdentify the features of non-fiction textsWrite 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, DownsHaunted 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 TripExperiment with some new hobbies & pastimes/ visit places of interest & relevance | Visit to open-mic event  |
| **Extended writing**  | Horror Film Planning: Plot sequencingCharacter/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 1September - October | Half term 2November – 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 HorrorELC2 Comp.2  | Life-long & Literary Villains | AQA ELC2 Comp.1Hobbies  | 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 writingWrite for form, audience and purpose | Apply reading skills to non-fiction textsIdentify the features of non-fiction textsWrite 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 TripExperiment 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 extractStory 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 NEAComp.2 Gothic HorrorSections A & B  | Spoken Language assessment: Writing to explain  | AQA NEAELC Silver Step Comp.1HobbiesSections A & BSpoken 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 |