

**St Bede's Catholic Voluntary Academy**  
**English Curriculum Map**

**KS3 English**

	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>Year 7</b>	<p><b>Transition Unit</b></p> <p>Reading and responding to extracts from a range modern and pre-1914 texts.</p> <p>Creative writing. Describe Narrate Extending vocabulary use.</p>	<p><b>Private Peaceful by Michael Morpurgo Poetry from WW1</b></p> <p>Study of whole text and developing response to reading.</p> <p>Developing skills in analysing poetry.</p> <p>Writing to argue – conventions of form. Write an argument essay based on the theme of war.</p>	<p><b>Poetry from Other Cultures</b></p> <p>Introduction to poetry from other cultures. Approaches to analysing poetry.</p> <p>Creative writing Expressing ideas in poetry and producing an anthology of their own poetry based on a theme.</p>	<p><b>Non-fiction</b></p> <p>Study of extracts from Anne Frank's diary. Reading non-fiction articles written during world war 2.</p> <p>Producing persuasive speech linked to the context of Anne Frank's diary and World War 2.</p>	<p><b>Reading</b></p> <p>Extracts from Pre 1914 texts -Charles Dickens, Bram Stoker, Mary Shelley, Charlotte Bronte - Industrial revolution and social change; science and technology.</p> <p>Developing use of figurative language - writing effective narrative openings.</p>	<p><b>A Midsummer Night's Dream by Shakespeare.</b></p> <p>Introduction to Shakespearean comedy. Life in Elizabethan England. Shakespeare's life and times. The Globe Theatre.</p> <p>Letters and diaries on response to the text. Write an extra scene. Design a set.</p>
<b>Key Pieces (Assessments)</b>	<p><b>Writing</b> - Overall assessment of variety of writing tasks produced in the scheme including narrative, description, speech, letter and newspaper article.</p>	<p><b>Reading</b> – (Lesson 7) How does the writer create tension in the extract?</p> <p><b>Writing</b> - Use the Sergeant's speech from Chapter 7 to inspire your own speech persuading men to join the army for World War 1.</p>	<p><b>Reading</b> – Analysis of 'A Hurricane Hits England' by Grace Nichols</p> <p><b>Speaking &amp; Listening</b> – Presentation on a chosen country including music and poem.</p>	<p><b>Reading</b> – L10 'Explain how Anne portrays the suffering of the Jews in the following extract from her diary.'</p> <p><b>Writing</b> – L13 – The Power of Words. Letter to the Holocaust Memorial Trust</p>	<p><b>Reading</b> – 'How does Stevenson create a sense of fear and horror in the extract?'</p> <p><b>Writing</b> – Description of a Gothic setting (L12)</p>	<p><b>Reading</b> – Reading Questions focusing on Act 1 &amp; Act 2</p> <p><b>Writing</b> – Formal letter – Puck's application</p>
<b>Year 8</b>	<p><b>MACBETH by Shakespeare</b></p> <p>Introduction to</p>	<p><b>Gothic genre. Extracts from The Red Room, Dracula and</b></p>	<p><b>Prose study – whole text. Of Mice and Men or To Kill</b></p>	<p><b>Fiction and non-fiction texts linked to the</b></p>	<p><b>Prose study – whole text. The Boy in the Striped</b></p>	<p><b>Reading for pleasure – choice of texts.</b></p>

	<p>Shakespearean tragedy. Study of whole play. Study of historical context and how this links to the play.</p> <p>Imaginative writing based on characters and events in the play.</p>	<p><b>Frankenstein.</b> Identify features of the gothic genre. Read, analyse and interpret implicit and explicit information in texts.</p> <p>Creative writing – developing mood and atmosphere – writing story openings in the gothic style.</p>	<p><b>a Mockingbird.</b> Shared reading to develop reading fluency. Understanding context, plot, characterisation and writers' choice of language and structure for effect. Writing diaries, letters, speeches linked to text</p>	<p><b>theme of civil rights.</b> Consider how language is used to convey strong emotions and to influence and persuade. Analyse the structure of non-fiction texts and use this structure in transactional writing.</p>	<p><b>Pyjamas.</b> Analysis of historical documents linked to the Holocaust. Analysis of extracts to develop close reading skills.</p> <p>Development of writing to argue using appropriate discourse markers. Comparing texts.</p>	<p>Holes Cirque du Freak The Switch The Lord of the Flies Noughts and Crosses</p> <p>Develop reading fluency, inference skills and close text study skills.</p> <p>Writing linked to the theme of the chosen novel.</p>
<b>Key Pieces (Assessments)</b>	<p><b>Reading</b> - Analysis of an extract – 'How is Macbeth presented in Act 2 Scene 1?' (dagger scene) <b>Writing</b> - Newspaper article reporting on the death of King Duncan</p>	<p><b>Reading</b> – Lesson 6 – The Red Room: '<u>How does the writer create tension using the protagonist's fear?</u>' <b>Writing</b> – original Gothic narrative</p>	<p><b>Reading</b> - Analysis of extract on Curley's wife – using P.E.A. <b>Writing</b> - Written piece – What would happen in Chapter 7? (after the end of the novel)</p>	<p><b>Reading</b> – Comparison of texts – The Death of Emmett Till <b>Writing</b> – Letter of complaint (Lesson 10)</p>	<p><b>Reading</b> - (Lesson 14) PEA essay with a choice of 10 questions <b>Writing</b> – (Lesson 10) Internal monologue of a chosen character.</p>	<p><b>Reading</b> – reading analysis focused on character presentation or mood &amp; atmosphere in an extract from the novel <b>Writing</b> – writing task emulating the style of the novel/character viewpoint/additional chapter</p>

Year 9

	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1 and 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>Year 9</b>	<p><b>The Development of Language and Literature Through Time.</b> Read and analyse a range of extracts from the last 2 millennia. Ancient Literature The Middle Ages / Renaissance The Victorians The Twentieth Century The Twenty First Century Developing an appreciation of how literature has developed and how language has changed. Further developing competence in analysing language and structure and comparing between texts.</p>	<p><b>Lit: Unseen poetry</b> Responding to a range of unseen poetry. Discussing structure, meaning, imagery, language and effects using appropriate subject terminology</p> <p><b>Lang: Prose Study Heroes.</b> Reading and responding to modern fiction. Developing an analytical style</p>	<p><b>Lit: Modern Drama – The Crucible.</b> Context / plot / characters / themes.</p> <p>Students continue to develop use textual support and use of subject terminology in analysing the text and responding to it.</p> <p><b>Lang: Further development of skills in responding to reading.</b> Analysis of extracts – developing use of embedded quotations, subject terminology and evaluation of the effects.</p> <p>Imaginative and creative written work in the context of the text – letters, diaries, news article, extra scene. <b>Lang: Further development of skills in responding to reading.</b></p>	<p><b>Lit: Shakespeare – Romeo and Juliet</b> Appreciation of the literature heritage. Close reading and analysis of text. Introducing GCSE Reading assessment objectives.</p> <p><b>Lang:</b> Developing descriptive and imaginative writing skills. Extending use of structure and vocabulary for effect.</p>	<p><b>Lit: Shakespeare – Romeo and Juliet</b> Focus on plot, characterisation, stagecraft. Close analysis of Shakespeare’s use of language and structure using appropriate subject terminology.</p> <p><b>Lang:</b> Developing reading skills. Reading and analysing a range of extracts from classic pre-1914 texts.</p>

<p><b>Key Pieces (Assessments)</b></p>	<p><b>Reading</b> – Extract questions based on texts from different time periods.  <b>Writing</b> - Newspaper article reporting on the murder of Thomas Beckett.</p>	<p><b>Heroes:</b> Comment on how the relationship between Nicole and Larry develops through the novel 'Heroes'.  <b>Unseen Poetry:</b> Analysis of 'Stealing' by Carol Ann Duffy.</p>	<p><b>LENT 1</b>  <b>Reading:</b> Analysis of the characterisation of Abigail in Act 1.  <b>Writing:</b> Letter between John and Elizabeth Proctor after Elizabeth's arrest.  <b>LENT 2</b>  <b>Reading:</b> Choice of 8 essay questions based on study of the whole play.  <b>(1 due to length)</b></p>	<p><b>Reading:</b> Extract focusing on Romeo in Act 1 Scene 1.  <b>Writing:</b> Narrative (4 options)</p>	<p><b>Reading:</b> Extract &amp; essay question for R&amp;J.  <b>Writing:</b> Narrative (4 options)</p>

	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>Year 10 Eduqas GCSE English Language and English Literature</b>	<p><b>Literature GCSE: Eduqas Anthology – War poetry.</b></p> <p>Close study of a range of war poems. Study of context and how this relates to the texts.</p> <p>Development of subject terminology to analyse language and structure of poetry</p> <p><b>Language GCSE Skills for Eduqas Paper 1 Reading – extract analysis, use of subject terminology.</b></p> <p><b>Narrative writing</b></p>	<p><b>Literature GCSE: Paper 2 A Christmas Carol.</b></p> <p>Whole text study. Context and themes, characterisation – approaches to extract analysis</p> <p><b>Language GCSE: Skills for Eduqas Paper 1 Reading – extract analysis, subject terminology.</b></p> <p><b>Narrative writing.</b></p>	<p><b>Literature GCSE: An Inspector Calls</b></p> <p>Whole text study – Themes, dramatic techniques, characterisation, analysis of extracts Development of subject terminology to analyse language and structure of modern drama.</p> <p><b>Language GCSE: Paper 2 - Reading 19<sup>th</sup> century text and modern text pairs – extract analysis.</b></p>	<p><b>Literature GCSE: An Inspector Calls. Unseen poetry.</b></p> <p>Whole text study – Context, themes, dramatic techniques, characterisation, analysis of extracts</p> <p><b>Development of subject terminology to analyse language and structure of poetry.</b></p> <p><b>Language GCSE: Paper 2 – transactional writing. Formal and informal letters; speeches; reviews.</b></p>	<p><b>Literature GCSE: Consolidation of subject content:</b></p> <p><b>Revision of Romeo and Juliet.</b></p> <p>Context, plot, characterisation, themes.</p> <p><b>Language GCSE: Further skills development in responding to Reading for Paper 1 and Paper 2.</b></p>	<p><b>Literature GCSE: Poetry from the anthology – Nature poems and Relationship poems.</b></p> <p>Close study of the poems. Study of contexts and how this relates to the texts.</p> <p>Development of subject terminology to analyse language and structure of poetry</p> <p><b>End of year exam: Lit Paper 2 A Christmas Carol An Inspector Calls Unseen Poetry</b></p> <p><b>End of year exam: English Language Paper 2</b></p>

<p><b>Year 11</b></p>	<p><b>Literature GCSE: Paper 2 - Revise An Inspector Calls/A Christmas Carol/Unseen poetry</b>  <b>Lang:</b></p> <p><b>Language Paper 2 skills development.</b>  Spoken Language Endorsement preparation, performance and assessment.</p>	<p><b>Literature GCSE: Unseen poetry</b>  <b>Revision tasks – extracts all texts – prep for mock exam Paper 1 and Paper 2 Lit</b></p> <p><b>Language: Paper 1 and 2 mock exam preparation.</b></p>	<p><b>Literature GCSE: Romeo and Juliet</b>  <b>revision and exam practice – Anthology</b>  <b>Love and Relationships poetry</b>  <b>revision</b>  <b>Anthology – Nature poetry</b>  Lang: Paper 1 reading and writing skills.</p>	<p><b>Literature GCSE – Anthology poems War and Nature revision and practice questions.</b></p> <p><b>Timed practice of extracts from all literature texts.</b></p> <p><b>Language Paper 1 Reading and Writing skills development.</b></p>	<p><b>Literature Paper 1 and Paper 2 – timed practice questions.</b></p> <p><b>Language Paper 1 and paper 2 timed practice questions and skills development.</b></p>	
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