

# English Key Stage 3 Curriculum Map

YEAR 10	Autumn	Spring Term 1	Spring Term 2/ Summer Term 1	Summer 2
Curriculum Content	<p><b>Composite: English Literature 19th Century novel- 'A Christmas Carol' Charles Dickens</b></p> <p>Component 1: Context of Dickens and Victorian England; writing conceptualized introductions.                      Component 2: Analysis of Scrooge in the context of Victorian London.                      Component 3: Analysis of Fred in the context of Victorian London.                      Component 4: Analysis of Bob Cratchit in the context of Victorian London.                      Component 5: Exploring the social divide between the rich and poor in Victorian London                      Component 6: Analysing Dickens' use of pathetic fallacy                      Component 7: Exploring quotations about Marley's Ghost                      Component 8: Literature essay writing with a conceptualized introduction.                      Component 9: The Ghost of Christmas Past and Dickens' use of dichotomy                      Component 10: Evaluating Scrooge's childhood.                      Component 11: Summarising the differences between two characters                      Component 12: Comparing the perspectives of Scrooge and Belle                      Component 13: Evaluating if Dickens made Scrooge a pitiable character.                      Component 14: Review of Stave One &amp; Two                      Component 15: Stave Three, religion and Christian messages                      Component 16: Exploring the Victorian Christmas                      Component 17: Analysing the Ghost of Christmas Present                      Component 18: Summarising the differences between Fred and the Cratchits' Christmas                      Component 19: Language analysis of Ignorance and Want                      Component 20: Full literary analysis of Ignorance and Want                      Component 21: Evaluating persuasive methods used by the Ghosts                      Component 22: Full literary analysis of the Ghosts                      Component 23: Debating Scrooge's transformation                      Component 25: Evaluating the impact of Dickens' intended message.</p>	<p><b>Composition: English Language Paper 1 Studying two poems from the Anthology.</b></p> <p>Component 1: Analysing language                      Component 2: Analysing structure                      Component 3: Evaluating extracts                      Component 4: Structural Features of an effective story                      Component 5: Writing effective descriptions                      Component 6: Writing characters.                      Component 7: Read effective short stories                      Component 8: Planning a Story                      Component 9: Writing a Story                      Component 10: Descriptive writing</p>	<p><b>Composite: Students to study 'An Inspector Calls' reading for understanding of character, plot, setting, themes, language and social, historical and cultural context</b></p> <p>Component 1: Introduction to the era and class divisions                      Component 2: The engagement party                      Component 3: Introducing the Inspector and his role                      Component 4: Mr Birling and Eva                      Component 5: Sheila, Eva and women's position in society                      Component 6: Gerald and Eva's relationship                      Component 7: Mrs Birling and the structure of the play                      Component 8: Who is to blame for Eva's death?                      Component 9: The Inspector's final speech: Priestley's message                      Component 10: The end of the play, the future and the possibility of change</p>	<p><b>Composite: English language Paper 2 Exploring viewpoint writing. Planning and delivering speeches.</b></p> <p>Component 1: Analysing non-fiction writing                      Component 2: Analysing structure and language                      Component 3: Comparing and contrasting                      Component 4: Persuasive writing language features.                      Component 5: Writing an article                      Component 6: Writing a letter                      Component 2: Structure of a speech.                      Component 3: Delivery of a speech.                      Component 4: Planning your own speech; effective planning methods.                      Component 5: Compiling and consolidating research for your own speech.                      Composite: Spoken Language Endorsement                      (This composite is intended to last 1-2 weeks and should result in all speeches being planned, written, delivered and filmed.) This may be moved to the second half of AU1 depending on the E-Act Year 11 Strategy Assessment Calendar, to be taught in line with Language Paper 2.                      Component 1: Persuasive writing language features.                      Component 2: Structure of a speech.                      Component 3: Delivery of a speech.                      Component 4: Planning your own speech; effective planning methods.                      Component 5: Compiling and consolidating research for your own speech.                      Component 6: Writing your own speech.                      Component 7: Asking and responding to questions during speech delivery.</p>
	Prior knowledge and skills (from	Y7: Knowledge of Victorian London in study of Charles Dickens; analysis of a character; selecting quotations from a text	Throughout KS3 students have studied story writing and descriptive writing. Students have	KS3 explore poverty and social responsibility. Maths: Ration and population increase/decrease History: 19th century England studied in KS3

previous year / key stage)	Y8: Analysis of a writer's use of language; prejudice and discrimination; analysis of character; analysis of structure; study of a novel Y9: Understanding of social hardships in 'Jane Eyre'; analysis of language and structure through poetry	consistently revisited and explored literary devices and analysing language.	RS: Ideas about ethics and morality studied in Year 9. PSHE: Social responsibility and our place in the world. British Values: Mutual Respect – respect for others regardless of wealth or social class; Rule of Law – how the law can negatively impact people	
Core Knowledge Organiser content	Characters Context Key quotations AQA style questions Analytical language Stave synopsis	Paper information: question content, skill, marks, time allocation; list of structural features and their definitions; list of language features and their definitions; three autonomy tasks that revolve around independent reading, creative writing, author research.	Characters Context Key quotations AQA style questions Analytical language Act synopsis Theatrical stagecraft	Paper information: question content, skill, marks, time allocation; list of text types, purposes and formats; list of non-fiction language features and their definitions; three autonomy tasks that revolve around independent reading, transactional writing, famous speech research.
Assessment Objectives	<ul style="list-style-type: none"> <li>• AO1: Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> </ul> </li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p>AO1: identify and interpret explicit and implicit information and ideas</p> <ul style="list-style-type: none"> <li>• select and synthesise evidence from different texts</li> </ul> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <ul style="list-style-type: none"> <li>• AO4: Evaluate texts critically and support this with appropriate textual references</li> <li>• AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> </ul> </li> <li>• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>• AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p>AO1: identify and interpret explicit and implicit information and ideas</p> <ul style="list-style-type: none"> <li>• select and synthesise evidence from different texts</li> </ul> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <ul style="list-style-type: none"> <li>• AO4: Evaluate texts critically and support this with appropriate textual references</li> <li>• AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>
Vocabulary / Key Subject Terminology	Novella Parable Supernatural Avaricious Isolated Logical Misanthropic Dynamic character Transformation Enlightenment Compassion Forgiveness Didactic Deterministic Adversity Abundance Malthusian Catastrophe	Complex sentence Compound sentence Simple sentence Identify; Interpret, Explicit, Implicit, Select, Synthesise evidence. Explain, Comment, Analyse, Language, Structure, Effects, Subject terminology, Support.	Time Play Freytag's Pyramid Socialism Capitalism Morality Play Allegory Dramatic Irony Revelation Foreshadowing Feminism	Evaluate, Critical, Support, Textual references Communicate, Imagination, Tone, Style, Register, Forms, Purposes, Audiences, Organise Structure, Coherence, Cohesion.

<b>Assessment 1</b>	Thematic question: How is Scrooge presented in 'A Christmas Carol'?	Writing a Story Opening	How is the character of Mr Birling presented?	Viewpoint writing: Writing an article
<b>Assessment 2</b>	Extract Analysis: Ignorance and Want	Writing a story	How is the theme of poverty explored in the play?	Spoken Language: Performing a speech
<b>Cross Curricular Links with other Faculties</b>	History: Victorian England Citizenship: Poverty, Greed and Wealth	Art used as stimulus	History: Georgian period, Miner's strike, Titanic WW1, WW2.	Performing Arts: How to hold an audience. Geography: Economical, environmental and social. Citizenship: School, bullying,
<b>Extra-Curricular Offer</b>	Documentary on Charles Dickens. Watching various versions of the film.	History: Victorian England	Travelling performance from a theatre company. Opportunity to watch the play where possible.	Watching effective speeches. Documentaries on bullying and fast food.
<b>Time Allocation</b>	Autumn Term 15 weeks and 4 lessons.	Spring Term 1 5 Weeks and 4 lessons	Spring Term 2 6 weeks and 4 lessons	Summer Term 13 and 4 lessons