

English Key Stage 3 Curriculum Map

YEAR 11	Autumn	Spring Term 1	Spring Term 2/ Summer 1/ Summer 2
<p>Curriculum Content</p>	<p>Composite: Students to study a complete Shakespeare play, reading for understanding of character, plot, setting, themes, language and social, historical and cultural context</p> <p>Component 1- The play's historical context Component 2- Dramatic conventions and Macbeth's state of mind Component 3: The character of Lady Macbeth Component 4: The power struggle between Macbeth and Lady Macbeth Component 5: Macbeth's character (before becoming king) Component 6: Acts 1 and 2: Consolidating understanding and key quotes Component 7: Act 3 Scene 1-3 Macbeth's descent Component 8: Banquo's ghost Component 9: Parallel characters in Act 4 Component 10: Evaluating Scrooge's childhood. Component 11: Macbeth as a tragic hero Component 12: good leadership vs tyranny Component 13: supernatural/fate and free will Component 13: Analysis of key themes - ambition. Component 14: Analysis of key themes – supernatural Component 15: Analysis of key themes – power and women.</p>	<p>Composite: To explore the language, structure and form of poems in the 'Power and Conflict' cluster.</p> <p>Component 1: 'Winter Swans' annotating language in a poem appropriately Component 2: 'Neutral Tones' using 'both', 'however' and 'whereas' to identify differences in poems Component 3: 'When We Two Parted' language analysis Component 4: 'Loves Philosophy' – drawing comparisons between poems Component 5: Comparing how one theme (Effects of Conflict) is conveyed in different poems. Component 6: Singh Song – comparing how a writer conveys mental effects and physical effects Component 7: Farmer's Bride – language analysis Component 8: – Porphyria's Lover – language analysis Component 9: (Experiences of love) is conveyed in two different poems. Component 10: Eden Rock – analysing poetic form Component 11: Before You Were Mine– comparing poetic form Component 12: Mother Any Distance – evaluating poetic form Component 13: Follower – analysing extended metaphors Component 14: Climbing My Grandfather (love) is conveyed in two different poems. Component 15: Eden Rock– analysing language Component 16: Walking Away – language Component 17: Comparing how one theme (The Power of parental love) is conveyed in two different poems. Component 18: – analysing language, structure and themes Component 19: Unseen poetry</p>	<p>Composite: Revision of English Language skills Revision of English literature skills</p> <p>Components to be decided by class teacher based on teacher judgement. Teachers to cover the aspects of the examination specific to the needs of the class</p>
<p>Prior knowledge and skills (from previous year / key stage)</p>	<p>Students have studied Romeo and Juliet in Year 8, and Henry V in Year 9. Throughout KS3, they have read for meaning and have learnt how to write analytical responses to texts.</p>	<p>Students study a variety of poetry across KS3. In Year 9, war poetry is studied.</p>	<p>All language skills taught in Year 10, including: information retrieval; language analysis; structure analysis; evaluating perspectives; creative writing; extensive reading of unseen fiction and non-fiction texts; exam technique; summarising skills; comparing perspectives; transactional writing. All literature texts taught in Year 10 and the beginning of Year 11 including 'A Christmas Carol', 'An Inspector Calls', 'Macbeth' Poetry Anthology, Unseen Poetry to be revised thoroughly .</p>

Q1`	Exam style questions Key characters Themes Key quotations Vocabulary	Exam style questions Poetic devices Themes Key quotations Vocabulary Links Comparative language	
Assessment Objectives	<ul style="list-style-type: none"> • AO1: Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<ul style="list-style-type: none"> • AO1: Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	English Language A01, A02, A03, A04, A05, A06 English Literature A02, A02, A03, A04
Vocabulary / Key Subject Terminology	Tragedy Tragic hero Hamartia hubris Supernatural Prophecy Regicide Tyrant Medieval Reformation Masculine Feminine Metaphor Symbol Imagery Motif Theme Iambic pentameter Blank verse Revenge Dramatic irony Allegory Soliloquy Patriarchal duality Rising action Trochaic tetrameter Anagnorisis	Metaphor Simile Personification Tone Pathetic Fallacy Irony Colloquial Language Onomatopoeia Alliteration Sibilance Assonance Consonance Plosives Enjambment Caesura Rhyme Rhythm Sonnet Petrarchan	
Assessment 1	How is the character of Macbeth presented?	How is parental love and protection explored?	AQA GCSE past papers

Assessment 2	How is the theme of kingship explored?	How is the theme of love explored in one poem or more?	AQA GCSE past papers
Cross Curricular Links with other Faculties	<p>PSHE: Students will be exploring relationships, consent and the factors of a healthy relationship</p> <p>History: Study of tyranny and dictatorships in KS3</p> <p>Drama: Exploring different dramatic techniques and conventions.</p>	<p>History: 19th century England studied in KS3</p> <p>RS: Ideas about ethics and morality studied throughout KS3.</p> <p>PSHE: Love and relationships (rape, love between classes)</p> <p>British Values: Mutual Respect – respect for others regardless of wealth or social class.</p>	
Extra-Curricular Offer	<p>Opportunities to watch the play</p> <p>Travelling theatre company.</p>		
Time Allocation	Autumn Term 15 weeks and 4.5 lessons.	Spring Term 1 6 Weeks and 4.5 lessons	Spring term 5 and Summer Term 5 and 4.5 lessons