**Key Stage 3 ENGLISH Curriculum Map CHES YEAR 7**

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|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Summ 1 | Summ 2 |
| **Key theme/topic/exciting question** | Autobiography  Memories and moments; My story | Myths and Legends in Literature  Can you believe it? | Environment/Looking After Our World  Possible question – How can I help to save our precious planet? | How have animals been portrayed in Literature?  Why are animals written about in fiction so often? | A sense of place-Cornish heritage and culture | Where can reading and writing take you? |
| **Key Content/Resources**  **Suggestions**  Add to during year as short/medium term planning takes place | Suggested reading:  Starting school-opening to ‘Boy’ by Roald Dahl  (copy of KS3 reading assessment based on an extract from Boy with PowerPoint  ‘Warning’ by Jenny Joseph – copy of poem available  Moris Gleitzman-Bits of an Autobiography I may not write  Twinkl/Teachit resources on autobiography  I am Malala | What is the difference bw Myths and Legends? Revisit and extend from primary learning (See BBC bitesize)  Explore local myths/legends-Greek plus Morpurgo- examples listed below:  <https://www.cornwalls.co.uk/myths-legends/mermaids.htm>  <http://myths.e2bn.org/mythsandlegends/origins15638-the-mermaid-of-zennor.html>  Pandora’s Box Theseus and the Minotaur The Fire Children Tortoise and the Hare Arachne the Spinner King Arthur | Non-fiction pieces on environment eg. plastic pollution lesson plan/Powerpoint/information sheet in shared area and linked resources, could look at Newsround/similar websites about Extinction Rebellion etc.  -Research environmental issue – plastic pollution, climate change etc.  **Floodland by Marcus Sedgewick** (Explore issues in terms of climate change that this Dystopian novel’s setting are based on) Forthcoming Primary INSET will look at this | -Michael Morpurgo novel, ‘The Butterfly Lion.’ Also Jigsaw Reading pack from Teachit.  -Extract from ‘Watership Down’ by Richard Adams  -Ted Hughes poetry. The Jaguar.  -Information pack using Teachit resource. Non-fiction text with information about White Lions, Trench Warfare, Boarding Schools, Adonis Blue Butterflies and Chalk down land  Extracts for KS3 Lit AQA pack  The Call of the Wild by Jack London Black Beauty by Anna Sewell (1877) • Oliver Twist by Charles Dickens (1837)  **Wolf Wilder-by Katherine Rundell** | Extracts from Daphne Du Maurier novels-Jamaica Inn and Rebecca.  ‘The Ballad of Charlotte Dymond’ (Tes ppt)by Charles Causley- Cornish poet.  Non- fiction texts on Cornish Heritage  Saints/Paganism  The Magic Ointment and other Cornish Legends by Michael Foreman.  **-**Research Cornish Saints. St. Piran. (Perran) Celebrated on 5th March each year. Patron Saint of Cornwall. Sailed from Ireland and landed at Perran Beach, Newquay. | -Selection of holiday brochures. What makes a good information brochure? Advert?-Media  -Letters of complaint-model text  -Travel writing-selection of travel stories-descriptions of other worlds  **AFOREST:** **A**lliteration, **F**acts, **O**pinion, **R**hetorical question/ **r**epetition, **E**motive language, Statistics, **T**riplets/ rule of 3.  -Holiday diary.  Bill Bryson- Notes from a Small Planet.  How does Bill Bryson use humour in his travel writing? How does Bryson structure his writing to make it funny? Look at the techniques that Bill Bryson uses: Humour, varied sentence lengths  (short and extremely long) lists, alliteration, sarcasm and irony.  -Letters of complaint-model text  -Travel writing-selection of travel stories-descriptions of other worlds |
| **Key Skills for English**  Where skills are revisited, these are further developed and built upon from prior learning/experiences. This mediates for students joining us at different times, so that gaps can be planned for and addressed.  The list is not exhaustive as spag and reading/writing skills are developed throughout-but provides some focus and ensures coverage | Reading analysis skills-Boy  Writing- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences  -literary heritage-range of genres-reading for pleasure and information-poetry | Literary heritage-conventions of myths/legends/story telling/characterisation and using language for impact/effect  Spoken Lang  Descriptive writing  Reading for pleasure and information –summarising-synthesis | Reading for pleasure and information  Writing adapting format and style to audience and format-persuasive devices  Spoken Language-listening for information. Presenting arguments | Reading widely for pleasure and information  Reading analysis  Writing for different purposes/audience  Identifying and exploring writers’ techniques | Literary heritage-  Effective questioning  Research skills  Creative writing  Understanding contexts | Reading for information  Analysing text  Persuasive device  Writing for different contexts/audiences  Speaking and listening-adverts |
| **Key Outcomes/assessment opportunities** | Suggested writing  My Life in a Shoebox – collection of items could be gathered as an initial homework. Following writing activity to explain the significance of each item in an extended, paragraphed piece. (Powerpoint to explain in shared area)  *-*Piece of autobiographical writing – Leanne Grose ‘Just a Step’ has a local girl’s introduction to her ‘normal life’ before she is taken ill. It sets up the conventions of an autobiography without being too ‘celebrity’.  -Poem in style of ‘Warning’ – could compare poem with ‘Geriatric Ward’ by Phoebe Hesketh | Spoken Lang-Presentation on a mythical creature  Reading and writing a summary-  Paragraph on setting/tension-Building effective description of setting/tension using linguistic device etc  Descriptive writing-Write your own ‘Quest story’ | Plastic Oceans lesson encourages creative writing based on the toy soldier found in an albatross stomach  Turn your research findings into information leaflets (simple Twinkl template) for different audiences (e.g. how can teenagers make changes to save the planet? How can organisations like schools/businesses do things differently?  Spoken Language-Interview the ‘expert’ listen and respond  Dear Future Self – write a letter explaining and describing life on Earth as an (almost) teenager. Write to your 70-year old self about what you wish for your own and your planet’s future.  Reading analysis/writing task based on Floodland  Opportunity to read and enjoy whole novel | -Research/ Fact File on Michael Morpurgo and why he wrote about certain themes: 1st World War.  -Research about White Lions. The last one died in 1994. Produce a leaflet. How did Bertie’s family raise the white lion cub?  (Life in the Trenches. Teachit resource.)  Watership Down by Richard Adams. What makes an effective story opening? After reading the opening of the novel produce a PEE paragraph on how Adams structures the opening.  Character descriptions of the rabbits: Bigwig, Blackberry, Cowslip, Fiver.  -Compare the characters of Hazel and Fiver. What are their strengths and weaknesses, their goals and motivation?  Use the Poetry Toolkit (Twinkl) for poetic devices KS3. **The Jaguar-Ted Hughes.** After reading the poem, find the poetic devices used and what the effects are. | Interview with someone who is Cornish. Support students to formulate the questions.  -The legend of The Giants of St. Michael’s Mount. (Twinkl poster.) Write their own legend (link to unit in Autumn term). Use a story mountain planner.  -Research Cornish Saints. St. Piran. (Perran) Celebrated on 5th March each year. Patron Saint of Cornwall. Sailed from Ireland and landed at Perran Beach, Newquay.  -The Ballad of Charlotte Dymond.  Storyboard the ballad. (TES PPt)  Analyse the poem. What makes it a ballad? | Own holiday brochure on destination of choice, using persuasive writing techniques. The use of persuasive writing in holiday adverts. Provide resources for examples:  Write your own holiday diary in the same style as Bryson  -Write a letter of complaint using persuasive writing techniques. What could have gone wrong during the holiday?  Reading analysis  Other resources (Couldn’t fit above)  Travel writing   * Heart of Darkness * Trip Advisor * Laurie Lee * Steinbeck – Travels with Charley * Captain Cook’s Journals * Michael Palin |
| **TARGETED SPAG/LITERACY THROUGHOUT BASED ON INDIVIDUAL NEED/DODDLE RAGGING TO INFORM PLANNING** | | | | | | |
| **STUDENTS WILL BE SUPPORTED AND ENJOY READING WHOLE NOVELS THROUGHOUT THE YEAR INCLUDING FLOODLAND BY MARCUS SEDGEWICK, WOLF WILDER BY KATHERINE RUNDELL** | | | | | | |