**Key Stage 3 ENGLISH Curriculum Map CHES YEAR 9**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Summ 1 | Summ 2 |
| **Key theme/topic/exciting question** | The environment orWhat issues face society of our time?  | Dystopia | Voyage into the Unknown Adventure and mystery in Literature | What can Literature teach us about other cultures and other worlds? | How is the universal theme of love portrayed?PoetryShakespeare | Moving on upChildhood to emerging adulthood… |
| **Key Content/Resources****Suggestions**Add to during year as short/medium term planning takes place | Ascertain students’ prior learning on this issue (NB CHES Y7 unit) to decide which content to exploreThunberg speechSAS materials/websiteBBC Bitesize materials on Writing to persuade, argue, adviseBrainstorm current threats to our environment- Watch and discuss extract(s) from ‘Blue Planet’ on dangers of plastics (Youtube)-Research facts about threat posed by plastics to our environment (give stds guidance sheet on what to look for), revise skim and scanIntroduce/revise presentational devices (look at e.g.’s of leaflets)If environment as a theme has already been explored within English lessons, look instead at the issue of social equality and povertyEg Stone ColdEnsure skills below are taught, simply within a different context.  | 1984 /The Hunger Games/Maze RunnerThe Lorax clipsFloodland-Marcus Sedgewick (See Y7 CHES pos)Extracts from: Z for ZacheriahThe Handmaid’s tale Brave New WorldNever Let me Go(See booklet with range of Dystopian Literature extracts in Doddle) Read and compare texts to explore features of the genreRevisit literary device/techniques inc pathetic fallacy, imagery, metaphor, writing to describe and narrate, dialogue, structural deveice. Look at how writers’ structure texts and use language for effect. Revisit spag/AO6 and build vocabulary. Compare extracts in terms of the writers’ methods. Teach how to embed quotes and model analytical paragraph. Students can them attempt their own. PEE-‘use it to lose it’.  |  Use excerpts from non- fiction writing such as:A View from the Summit (Sir Edmund Hilary)Mad, Bad and Dangerous to know (Ranulph Fiennes)Alone on the Ice (David Roberts)Diary of Captain Scott Into Thin Air and Into the Wild (Jon Krakauer) Household Words journal (Charles Dickens)AQA KS3 Literature pack-selection of texts/tasks:Adventure and mystery 1: the adventure begins • Moonfleet by J. Meade Faulkner (1898) • King Solomon’s Mines by H. Rider Haggard (1885) • The Sign of Four by Sir Arthur Conan Doyle (1890)Adventure and mystery 4: real adventure during the 19th century – exploration and colonialism- Robert Falcon Scott (1868-1912) • David Livingstone (1813-1873) • Robinson Crusoe by Daniel Defoe (1719)Adventure and mystery 2: the good the bad and the ugly: characters in adventure stories • Treasure Island by Robert Louis Stevenson (1883) • Dr Watson’s description of Sherlock Holmes from A Study in Scarlet by Sir Arthur Conan Doyle (1887) |  Texts from other cultures* Kite Runner
* Maya Angelou
* To Kill A Mockingbird
* Chinua Achebe
* Life of Pi
* Poems from other cultures

<http://www.universalteacher.org.uk/anthology/differentcultures.htm>Fabio Geda’s *In the Sea There Are Crocodiles* | AQA Poetry anthology :Love and RelationshipsUnseen poetry Of Mice and MenShakespeares’ plays to include extracts from R and J, Much ado about nothing, A Midsummer Night’s dreamFamiliarise with poetry terminology/analysis building towards GCSE skills | Key Stage 3 Lit packTheme of Childhood extractsGraduation speeches – * Sunscreen Song – Baz Luhrmann
* Tim Minchin (excerpts without rude bits!)
* Steve Jobs

Selected parts of following clips to explore theme of moving up eyc<https://www.youtube.com/watch?v=yoEezZD71sc>https://www.youtube.com/watch?v=sTJ7AzBIJoI |
| **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 | Persuasive devicesIdentify and retrieve relevant information Adapting tone, style, format using appropriate presentational devices.Writing to advise, persuade, argue, explainLink to GCSE AO5 and Paper 2Q5Spoken Language | Creative writingReading for enjoyment Literary HeritageWriting for different purposes and contextsReading analysis-understanding writers’ methods-and explaining impact of these effectively Link to GCSE AO5/AO6 | Reading for pleasure and informationLiterary heritageResponding to texts, identifying writers’ methods | Reading widely for pleasure and informationReading analysisWriting for different purposes/audienceIdentifying and exploring writers’ techniques | Literary heritage-poetry and ShakespeareUnderstanding contexts | Reading for informationLiterary heritageAnalysing text/speeches in terms of structure/linguistic deviceWriting for different contexts/audiencesSpeaking and listening |
| **Key Outcomes/assessment opportunities**  | - Present information in form of leaflet for peers- stds give short presentation on their findings- formal letter writing and write letter to local MP suggesting ways in which the community could reduce its plastic usage (talk about Greta Thunberg and how she tries to live by her beliefs-Or to do more to deal with issues of homelessness/social inequality-Write a news article presenting views (Build familiarisation/transition to GCSE) | Compare 2 extracts of dystopian literature to explain writers’ methods and practise using embedded quotes within an analytical paragraphOwn piece of creative writing using Dystopian and language features taught e.g. “Nightmare World”  | Write analysis paragraphs, based on the texts. Summary of context of British history at times these Pre/post 19th C pieces were writtenRange of discussion tasks as outlined in KS3 packUse features identified in texts, in own writing - journal of a weekend/ holiday etc .Description of setting/characterEmbedding taught vocabulary  | Creative writing-developing and extending (refer to Doddle RAGGing to inform planning on challenging and extending)Non fiction writing-Newsarticle/letter based on themes presented within the above texts (refer to Doddle RAGGing to inform planning on extending and challenging)Reading analysis-examine structure and language through discussion and model answers –support students to complete a P1 Q3 style paragraph using embedded quotes | Poetry analysisHow to annotate a poemBuild towards an unseen GCSE question and model a response-guided and shard writing Research task-Homelearning-Ppt of Shakespeares’ England to explore contextSelection of creative writing tasks based on themes covered in any of the texts/extracts/characters explored  | Letter writing – advice to past/future self/new student to CHES/yr 7Reading for enjoyment-complete any novel started. Review writing |
| **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 STONE COLD- ROBERT SWINDELLS IN THE SEA THERE ARE CROCODILES by FABIO GEDA or THE DARK HORSE- MARCUS SEDGEWICK****Roll of Thunder, Of Mice and Men** |