

# KS3 Curriculum Mapping and Skills Criteria 2024-2025

## Curriculum Intent

Students will develop an appreciation and awareness of the impact of literature in our society, gain critical thinking and analysis skills, develop into confident and independent readers and gain the skills required to become independent thinkers. We aim for students to become successful learners who continue to explore and develop ideas that are built upon the Catholic Ethos. We often use the texts at the heart of our curriculum to explore fundamental ideas such as Love, Respect, Honesty, Responsibility and Justice which will then help develop the students so that they are ready to navigate life beyond school with Catholic values underpinning their choices.

Learning how to appreciate with enthusiasm is more important than learning how to reject

	Term 1	Term 2	Term3
<b>Implementation</b> <i>Year 7</i>	<p style="text-align: center;"><b>Poetry</b></p> <p>Students read and analyse a range of poetry from 19<sup>th</sup> Century poets such as Byron and Browning to modern poets like Carol Ann Duffy and Ted Hughes.</p> <p style="text-align: center;"><b>Novel: The Woman in Black</b></p> <p>Reading the full novel. Students can explore Victorian language techniques through the medium of a pastiche. This unit builds on Gothic and Supernatural themes explored in Frankenstein.</p> <p style="text-align: center;"><b>Alternative Novel: Rooftoppers.</b></p> <p>Aimed at students identified as needing extra reading intervention or a more accessible text. Students explore a range of vocabulary and features of a modern text.</p> <p><b>Across the whole of the key stage</b>, students will be encouraged to develop their oracy skills through a range of opportunities provided in the classroom.</p>	<p style="text-align: center;"><b>Antigone</b></p> <p>Reading the full play (Penguin Classics Edition). Lesson based on the morality of the play and exploring the characters' presentation. Focus on classic dramatic terms such as 'hubris'.</p> <p style="text-align: center;"><b>Shakespeare: Julius Caesar</b></p> <p>A unit of work based on key extracts from the play that introduces students to Early Modern English. This unit continues the focus on dramatic terms, while introducing students to the art of rhetoric through the speeches given by various characters in the play.</p> <p><b>Across the whole of the key stage</b>, students will be encouraged to develop their oracy skills through a range of opportunities provided in the classroom. These will include formal and informal speeches, and group/paired conversation.</p>	<p style="text-align: center;"><b>Non-Fiction: Famous Speaker and Speeches</b></p> <p>A range of speeches are explored from across a variety of historical and modern time periods. Students will be able to explore and employ their knowledge of rhetoric from Julius Caesar in a wider range of different applications and settings.</p> <p style="text-align: center;"><b>Frankenstein: Play by Philip Pullman with extracts from original novel</b></p> <p>Reading the full play, complemented with extracts from the original novel to allow students to explore 19<sup>th</sup> Century language in more detail. Students are introduced to the theme of Victorian Gothic.</p> <p><b>Across the whole of the key stage</b>, students will be encouraged to develop their oracy skills through a range of opportunities provided in the classroom. These will include formal and informal speeches, and group/paired conversation.</p>

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	<p>These will include formal and informal speeches, and group/paired conversation.</p> <p>We are committed to providing <b>extended reading</b> opportunities at least once every 2 weeks in class or the school library.</p> <p>At least once every 2 weeks, students will practise their Language skills (both Reading and Extended Writing) via a series of <b>Writing Challenges</b>.</p>	<p>We are committed to providing <b>extended reading</b> opportunities at least once every 2 weeks in class or the school library.</p> <p>At least once every 2 weeks, students will practise their Language skills (both Reading and Extended Writing) via a series of <b>Writing Challenges</b>.</p>	<p>We are committed to providing <b>extended reading</b> opportunities at least once every 2 weeks in class or the school library.</p> <p>At least once every 2 weeks, students will practise their Language skills (both Reading and Extended Writing) via a series of <b>Writing Challenges</b>.</p>
<p style="text-align: center;">Impact Assessment Year 7</p>	<p><b>Poetry – Reading assessment. The student explores the presentation of a theme in a poem studied. Choice of poem at teacher discretion. The assessment allows students to display their knowledge of how literary techniques are used to create a depth of meaning in poetry.</b></p> <p><b>Novel: The Woman in Black – Reading Assessment. Analysis of an extract from the beginning of the novel. Students assessed on their ability to recognise and analyse a range of literary devices and how it relates to theme and setting</b></p> <p><b>Alternative Novel: Rooftoppers – dependent on the ability/needs of the students. Students will complete either:</b>  <b>Reading – analysis essay of an extract read from the novel</b>  <b>Writing – extended descriptive writing based on a character from the novel</b></p>	<p><b>Antigone – Writing assessment. Writing a speech addressing the burial of Polynices to the citizens of Thebes using the voice and characterisation of Creon. This allows students to employ some of the techniques used by Sophocles in creating his characters.</b></p> <p><b>Shakespeare: Julius Caesar – Reading assessment. Analysis of the rhetoric and language employed in Marc Anthony’s speech. This will allow students to show their knowledge of dramatic and rhetorical terms studied in Antigone and Julius Caesar to good effect.</b></p>	<p><b>Frankenstein – Reading assessment. Essay arguing for Victor Frankenstein as victim or villain. Students are able to show how ambiguity in a text can lead to several competing opinions about a character.</b></p> <p><b>Non-Fiction: Famous Speakers and Speeches – Writing Assessment. Pupils are to write a speech on a given topic, providing them with an opportunity to employ the full range of writing and rhetorical techniques they have learnt throughout the year.</b></p>

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<b>Implementation</b> <i>Year 8</i>	<p style="text-align: center;"><b>Nature Poetry</b></p> <p>A unit of work focusing on poetry relating to nature. This provides the opportunity to introduce students to the idea of Romanticism and poetry comparison.</p> <p style="text-align: center;"><b>Novel: Fahrenheit 451</b></p> <p>Reading the full novel. Students are introduced to the theme of Dystopia in fiction and the influence of politics on literature.</p> <p style="text-align: center;"><b>Alternative Novel: Coraline</b></p> <p>Aimed at students identified as needing extra reading intervention or a more accessible text. Students explore a range of vocabulary and features of a fantasy and modern 'Gothic' text.</p> <p><b>Across the whole of the key stage</b>, students will be encouraged to develop their oracy skills through a range of opportunities provided in the classroom. These will include formal and informal speeches, and group/paired conversation.</p> <p>We are committed to providing <b>extended reading</b> opportunities at least once every 2 weeks in class or the school library.</p>	<p style="text-align: center;"><b>Pre 1914: Gothic Short Stories</b></p> <p>Pupils are presented with a range of short stories and extracts from the genre of Gothic Fiction. This explores in more detail the range of writing learnt in Year 7.</p> <p style="text-align: center;"><b>Non-Fiction: Women Who Changed the World</b></p> <p>A unit of work based on writings from and about influential women throughout history from Elizabeth I to Ruby Bridges.</p> <p><b>Across the whole of the key stage</b>, students will be encouraged to develop their oracy skills through a range of opportunities provided in the classroom. These will include formal and informal speeches, and group/paired conversation.</p> <p>We are committed to providing <b>extended reading</b> opportunities at least once every 2 weeks in class or the school library.</p> <p>At least once every 2 weeks, students will practise their Language skills (both Reading and Extended Writing) via a series of <b>Writing Challenges</b>.</p>	<p style="text-align: center;"><b>Shakespeare: Macbeth</b></p> <p>A unit of work based on key extracts from the play. Students are able to continue their understanding of the influence of politics and power on literature and drama as well as their understanding of Early Modern English.</p> <p style="text-align: center;"><b>Short Stories: Different Cultures</b></p> <p>A unit in which students explore English as a world language. Students study a selection of short stories from writers around the world including Ken Liu.</p> <p><b>Across the whole of the key stage</b>, students will be encouraged to develop their oracy skills through a range of opportunities provided in the classroom. These will include formal and informal speeches, and group/paired conversation.</p> <p>We are committed to providing <b>extended reading</b> opportunities at least once every 2 weeks in class or the school library.</p> <p>At least once every 2 weeks, students will practise their Language skills (both Reading and Extended Writing) via a series of <b>Writing Challenges</b>.</p>

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<p style="text-align: center;"><b>Impact Assessment Year 8</b></p>	<p><b>Nature Poetry – Reading assessment: Students to compare and analyse two poems studied during the unit. Students develop their ability to write about literary techniques and how they create meaning in poetry.</b></p> <p><b>Novel: Fahrenheit 451 – Writing assessment: Students to analyse an extract based on the Mechanical Hound. Students assessed on their ability to interpret a range of literary devices and techniques.</b></p> <p><b>Alternative Novel: Coraline – dependant on the ability/needs of the students. Students will complete either:</b>  <b>Reading – analysis essay of an extract read from the novel</b>  <b>Writing – extended descriptive writing based on a character from the novel</b></p>	<p><b>Pre-1914 Gothic – Writing assessment. Students to craft the beginning of a gothic short story. Assesses ability to employ a range of literary techniques to create suspense and meaning appropriate to the genre.</b></p> <p><b>Non-fiction: Women who changed the world – Writing assessment: Students write a speech arguing why Ruby Bridges should be remembered. Students assessed on their ability to craft a convincing speech using the appropriate form and their knowledge of appropriate rhetorical and literary devices.</b></p>	<p><b>Shakespeare: Macbeth – Reading assessment: An essay question based on an extract from the play that assesses students’ ability to analyse the dramatic form using a range of suitable terminology.</b></p> <p><b>Short Stories: Different Cultures – Reading assessment: Students to analyse an extract from one short story and explore how the author presents their personal culture and their attitudes towards it. Students assessed on their ability to interpret a range of literary devices and techniques.</b></p>

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<b>Implementation</b> <i>Year 9</i>	<p><b>Texts and Interpretations: Sherlock Holmes</b> Students engage with other an original story by Sir Arthur Cohen Doyle (either <i>A Study in Scarlet</i> or <i>A Scandal in Bohemia</i>) and compare with a modern adaptation (BBC Sherlock ep. 1 <i>A Study in Pink</i>)</p> <p><b>Poetry: WW1 and beyond</b> A range of poetry with a focus on WW1. Pupils study a range of poetry based on conflict and continues the theme of politics and power in literature. There is a focus on comparison between varying attitudes to war and conflict including patriotism and propaganda.</p> <p><b>Across the whole of the key stage</b>, students will be encouraged to develop their oracy skills through a range of opportunities provided in the classroom. These will include formal and informal speeches, and group/paired conversation.</p> <p>We are committed to providing <b>extended reading</b> opportunities at least once every 2 weeks in class or the school library.</p> <p>At least once every 2 weeks, students will practise their Language skills (both Reading and Extended Writing) via a series of <b>Writing Challenges</b>.</p>	<p style="text-align: center;"><b>Victorian Extracts</b></p> <p>A Range of extracts from famous 19<sup>th</sup> Century authors and novels. We continue to expose students to a range of 19<sup>th</sup> Century writing focusing on different genres and writing styles including the concept of bildungsroman and literary realism.</p> <p style="text-align: center;"><b>Novel: Animal Farm</b></p> <p>Reading the full novel. Students continue to look at the relationship between politics, power and literature and are introduced to the concept of satire in Orwell’s <i>Animal Farm</i>.</p> <p><b>Across the whole of the key stage</b>, students will be encouraged to develop their oracy skills through a range of opportunities provided in the classroom. These will include formal and informal speeches, and group/paired conversation.</p> <p>We are committed to providing <b>extended reading</b> opportunities at least once every 2 weeks in class or the school library.</p>	<p><b>Shakespeare: The Tempest</b> A unit of work based on key extracts from the play. Students continue to look at literature that concerns marginalised groups of people and explore concepts of family, relationships, justice and power.</p> <p><b>Freedom Writers: Cry Freedom</b> A unit of work based on the Richard Attenborough film <i>Cry Freedom</i> as well as the writings of Stephen Biko, Nelson Mandela and other freedom writers. A continuation on the themes of power, conflict and politics, this unit allows students to explore how the study of literature relates to different media including radio and film.</p> <p><b>Across the whole of the key stage</b>, students will be encouraged to develop their oracy skills through a range of opportunities provided in the classroom. These will include formal and informal speeches, and group/paired conversation.</p> <p>We are committed to providing <b>extended reading</b> opportunities at least once every 2 weeks in class or the school library.</p>

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<b>Impact Assessment</b> <i>Year 9</i>	<p><b>Texts and Interpretations: Sherlock – Writing assessment.</b> Student to write a descriptive monologue from the point of view of the character Sherlock Holmes (from the BBC ep.) using a range of techniques, vocabulary and sentence forms to incorporate another writer’s style into their own.</p> <p><b>Poetry: WW1 and beyond – reading assessment.</b> Students to compare two poems exploring different attitudes to war. Students assessed on their ability to make insightful comparisons between poems.</p>	<p><b>Victorian Extracts – reading assessment.</b> Students to answer a comparative essay comparing two extracts based on the theme of childhood. Students are assessed on their ability to analyse and interpret a range of writing styles and techniques.</p> <p><b>Novel: Animal Farm – writing assessment.</b> Students are to make a speech protesting the pigs’ actions on the farm. Student are assessed on their ability to write a convincing speech using their study of rhetoric and literary devices from previous units and within the novel itself.</p>	<p><b>Shakespeare: The Merchant of Venice – A GCSE Style question based on contextualising an extract.</b> Students are assessed on their ability to analyse the extract in question and contextualise it with the rest of the play.</p> <p><b>Freedom Writers: Cry Freedom – writing assessment.</b> Students create a piece of descriptive writing based on the opening of the Richard Attenborough film: Cry Freedom. Students are assessed on their ability to write creatively using a variety of appropriately chosen literary devices.</p>

### Key Dates

*Autumn Half-Term: 23<sup>rd</sup> – 27<sup>th</sup> October Christmas Holidays: 22<sup>nd</sup> December – 4<sup>th</sup> January Spring Half-Term: 19<sup>th</sup> February – 23<sup>rd</sup> February Easter Holidays: 29<sup>th</sup> March – 12<sup>th</sup> of April*

*Summer Half-Term: 27<sup>th</sup> May – 31<sup>st</sup> of May Summer Holidays Begin: 22<sup>nd</sup> July*