

# Croxley Danes School : Key Stage 3 Curriculum Map



**Subject: English**

## Key Concepts

Vocabulary	Knowledge	Personal voice	Exposure to the best communicated thought	Critical thinking	Writing with intent
<ul style="list-style-type: none"> <li>- To understand the meaning of subject specific terminology</li> <li>- To comprehend the inferred meaning of specific word choices</li> <li>- To use a range of ambitious words for effect</li> </ul>	<ul style="list-style-type: none"> <li>- To form insightful interpretations using relevant evidence</li> <li>- To understand the key aspects of specific literary and/or historical periods (e.g the Romantic period)</li> <li>- To discuss important constructs and themes in both fiction and non fiction</li> </ul>	<ul style="list-style-type: none"> <li>- To develop the confidence to express one's thoughts and ideas</li> <li>- To accurately use language, form and structure to communicate ideas clearly and appropriately</li> <li>- To articulate viewpoints and perspectives in a meaningful and respectful way</li> </ul>	<ul style="list-style-type: none"> <li>- To read a variety of significant literary texts from a range of different historical periods</li> <li>- To read powerful non fiction texts that communicate important ideas</li> <li>- To encounter other forms of communication, such as art, to broaden one's understanding of themes and ideas</li> </ul>	<ul style="list-style-type: none"> <li>- To analyse language, structure and form</li> <li>- To manipulate textual evidence to generate original and insightful interpretations</li> <li>- To evaluate writer's craftsmanship of ideas and themes</li> </ul>	<ul style="list-style-type: none"> <li>- To use vocabulary and structural features with precision and accuracy</li> <li>- To formulate accurate sentence structures to convey meaning</li> <li>- To use accurate grammatical structures in written work</li> </ul>

### What is the Croxley vision for this subject at Key Stage 3 ?

*Through the study of the written word, we hope to empower our students to express their voice with precision and passion. At Key Stage 3, our aim is to introduce our students to a broad range of both fiction and non fiction texts to develop their understanding of society. In addition to this, we endeavour to solidify and strengthen the necessary reading, writing and speaking skills to enable our students to communicate in an accurate and confident way.*

### Links to Key Stage 2 National Curriculum:

- Development of reading skills (e.g. comprehension)
- Knowledge of ambitious vocabulary
- Strengthen writing skills through planning, drafting, crafting and editing
- Accurate use of grammatical constructs
- Accurate use of punctuation

Key Stage 3      Year Group: 7			
	Autumn Term 1: Personal Experiences	Autumn Term 2: Myths and Legends	Spring Term 1: Introduction to Prose
key concept	Vocabulary Knowledge Critical thinking	Vocabulary Knowledge Writing with intent	Vocabulary Knowledge Critical thinking
<b>Content: (Know what...)</b>	Transition unit: this unit provides students with an opportunity to sharpen their reading comprehension skills by reading a range of different texts.	This scheme looks at a range of extracts and short stories of myths around the world where students are introduced to the art of narrative writing. Students will gain an understanding of how writers structure and shape narratives.	In this unit, students read a whole novel in order to strengthen their understanding of plot development. In addition, students will learn how to interpret the writer's message in <i>The Girl of Ink and Stars</i> by analysing the writer's methods.
<b>Skills: (know how...)</b>	<ul style="list-style-type: none"> <li>• To infer meaning</li> <li>• To select evidence</li> <li>• To explain the impact of specific words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• To create a character</li> <li>• To apply a basic narrative structure to their writing</li> <li>• To use use vocabulary to create imagery</li> </ul>	<ul style="list-style-type: none"> <li>• To supporting ideas using evidence</li> <li>• To comment on the writer's message and effect on the reader</li> <li>• To comment on specific word and phrase choices</li> </ul>
<b>Key vocabulary ( 5- 10 words )</b>	<ul style="list-style-type: none"> <li>- Autobiography</li> <li>- Biography</li> <li>- Sympathy</li> <li>- Perspective</li> <li>- Method/ device</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative voice</li> <li>- Hero</li> <li>- Villian</li> <li>- Setting</li> <li>- Narrative opening</li> </ul>	<ul style="list-style-type: none"> <li>- Embedded quotation</li> <li>- Metaphor</li> <li>- Simile</li> <li>- Symbolism</li> <li>- Semantic field</li> </ul>
<b>End of Half term assessment</b>	How does Malala present her early experience?	Write the opening to a myth.	How does the writer use language to create a specific atmosphere? [ extract based]

Planned trips / Clubs / links			
Key Stage 3      Year Group: 7			
	Spring 2: Transactional Writing	Summer 1: Introduction to Poetic Form	Summer 2: A Midsummer Night's Dream
Key Concept	Vocabulary Knowledge Writing with intent	Vocabulary Knowledge Critical thinking Exposure to the best communicated thought	Vocabulary Knowledge Personal voice Exposure to the best communicated thought
Content:  (Know what...)	This is the second SoW that enables students to develop their writing skills. However, this unit uses The Girl of Ink and Stars as a stimulus for students to develop their writing for audience and purpose.	The purpose of this unit is to develop students' understanding of poetic form with the main focus on how form influences meaning.	This is the first SOW which introduces the students to Shakespeare and the Jacobean era which is key knowledge that they will return to later in their literary studies.
Skills: (Know how...)	<ul style="list-style-type: none"> <li>To generate an opinion and / or viewpoint</li> <li>To use vocabulary intentionally to convey an opinion</li> <li>To structure a letter</li> <li>To organise writing in a clear way</li> </ul>	<ul style="list-style-type: none"> <li>To identify different poetic forms</li> <li>To select appropriate evidence</li> <li>To use accurate subject terms to support comments on language and structure</li> <li>To comment on the impact of specific poetic forms</li> </ul>	<ul style="list-style-type: none"> <li>To understand the context of Jacobean England, the supernatural, and the genre of comedy.</li> <li>To support ideas using evidence</li> <li>To understand key vocabulary linking to the play and the era, such as Jacobean, comedy, prose, stage directions.</li> </ul>
Key vocabulary ( 5- 10 words )	<ul style="list-style-type: none"> <li>- Emotive language</li> <li>- Imperative</li> <li>- Superlative</li> <li>- Rule of three</li> <li>- Rhetorical question</li> </ul>	<ul style="list-style-type: none"> <li>- Sonnet</li> <li>- Blank verse</li> <li>- Free verse</li> <li>- Stanza</li> <li>- Rhyming couplets</li> </ul>	<ul style="list-style-type: none"> <li>- Jacobean</li> <li>- Genre</li> <li>- Stage directions</li> <li>- Dramatic device</li> <li>- Dialogue</li> </ul>
End of Half term assessment	Write a letter to the author of The Girl of Ink and Stars.	How does the poet use poetic form to convey the central theme in the poem?	Performance based assessment in order to assess oracy skills
Planned trips / Clubs / links			

