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**
- To understand the meaning of subject specific terminology - To comprehend the inferred meaning of specific word choices - To use a range of ambitious words for effect	- To form insightful interpretations using relevant evidence - To understand the key aspects of specific literary and/or historical periods (e.g the Romantic period) - To discuss important constructs and themes in both fiction and non fiction	- To develop the confidence to express one's thoughts and ideas - To accurately use language, form and structure to communicate ideas clearly and appropriately - To articulate viewpoints and perspectives in a meaningful and respectful way	- To read a variety of significant literary texts from a range of different historical periods - To read powerful non fiction texts that communicate important ideas - To encounter other forms of communication, such as art, to broaden one's understanding of themes and ideas	- To analyse language, structure and form - To manipulate textual evidence to generate original and insightful interpretations - To evaluate writer's craftsmanship of ideas and themes	- To use vocabulary and structural features with precision and accuracy - To formulate accurate sentence structures to convey meaning - To use accurate grammatical structures in written work

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: 8			
	Autumn Term 1: Fear and horror	**Autumn Term 2 and Spring 1: The Giver (prose) and dystopian Writing**	
key concept	**Vocabulary** **Knowledge** **Writing with intent**	**Vocabulary** **Knowledge** **Critical thinking** **Personal voice** **Writing with intent**	
Content: **(Know what…)**	From reading a variety of different extracts, students will develop creative writing skills, including setting the scene, building tension, plot twist and dramatic endings	Reading and analysing 'The Giver' to develop analytical writing skills and inspire students' confidence in forming their own opinions. Contextually, students will consider the importance of the genre.	The purpose of this unit is to embed students' understanding of the dystopian genre from their previous learning, whilst developing their creative writing skills.
Skills: **(know how…)**	• Develop character • Use language and structural devices to create atmosphere • Develop use of ambitious vocabulary	• Infer and deduce information to generate interpretations • Identify and analyse structural techniques and language choices/techniques • Develop analytical responses • Explain the importance of the conventions of the dystopian genre in The Giver	• To create an authentic character • To organise narrative in an effective way • To use specific language devices to create imagery
Key vocabulary **(5- 10 words)**	- Gothic - Foreboding - Juxtaposition - Oxymoron - Isolation	- Dystopia - Convention - Protagonist - Tyrant - Hero	- Anarchy - Rebellion - Traitor - Power - Power struggle
End of Half term assessment	Describe an isolated setting.	How does the writer present a character throughout the novel?	Write a moment in which the protagonist confronts the antagonist in the climax of a dystopian text.

Planned trips / Clubs / links			
Key Stage 3 Year Group: 8			
	Spring 2: Modern Poetry	**Summer 1: Art of Rhetoric**	**Summer 2: The Bone Sparrow**
Key Concept	**Vocabulary Knowledge Critical thinking Exposure to the best communicated thought**	**Vocabulary Knowledge Writing with intent**	**Vocabulary Knowledge Critical thinking**
Content: (Know what…)	The purpose of this unit is to enable students to give personal responses to poetry through the analysis of language and structure.	Students will evaluate a range of speeches, then write and deliver a speech on a topic that interests them.	To strengthen students' understanding of drama, students will study a modern play. The purpose of this unit is to support students in developing their analysis of a drama text using specific terminology.
Skills: (Know how…)	● Understand the effect of poetic structural techniques ● Understand the effect of language techniques ● Discuss how poets present the message of their poems to the reader ● Compare and contrast the ideas in two poems	● To develop oracy skills ● To develop listening skills ● To strengthen technical accuracy skills ● To develop the ability to write for audience and purpose	● To reflect on how the play is performed, looking at the importance of stage directions, tone of voice, body language ● To select evidence to inform interpretations ● To use specific terms to explain and comment on the text
Key vocabulary (5- 10 words)	- Caesura - Enjambment - Volta - Repetition - Personification	- Direct address - Opinion - Flattery - Tone - Repetition	- Detention centre - Refugee - Hope - Belonging - Identity
End of Half term assessment	Compare how the poets present a specific theme in two studied poems.	Deliver a speech.	How has the playwright explored the importance of hope throughout the play *The Bone Sparrow*?

Planned trips / Clubs / links			