

### Curriculum Map: Key Stage 3 LDC 2023-24

	Half Term 1 (7)	Half Term 2 (7)	Half Term 3 (6)	Half Term 4 (5)	Half Term 5 (7)	Half Term 6 (7)
<b>Topic</b>	<b>Modern fiction – reading and writing (2)</b>  <b>Contemporary poetry (5)</b>	<b>Pre-1900 fiction (4)</b>  <b>Fables (3)</b>	<b>Modern non-fiction (2)</b>  <b>Short Stories (4)</b>	<b>Shakespeare text – MAAN (5)</b>	<b>Gothic fiction (5)</b>  <b>Language and power (2)</b>	<b>Myths &amp; Legends (4)</b>  <b>End of year project (3)</b>
<b>Intent</b>	To read books independently, for challenge, interest and enjoyment.  To expose students to a range of diverse voices. Encourage a love of expression through poetry.	To develop an appreciation and love of reading through exposure to increasingly challenging material. To read a wide range of fiction and non-fiction from different historical periods.	Allow students to communicate thoughts and ideas.  To read a wide range of fiction and non-fiction from different historical periods.	To embed an interest in Shakespeare, his context and style. To develop skills in writing extensively and imaginatively.	To develop an appreciation and love of reading through exposure to increasingly challenging material.	To read independently, for challenge, interest and enjoyment.  To expose students to a range of diverse voices. To develop empathy of students. Support students to appreciate what we can learn from the lives of others.
<b>Key Knowledge Learning intentions</b>	To recognise what makes an engaging and successful text, through exploration of characterisation and setting.  To recognise a range of poetic conventions and understand how these have been used to convey meaning.	To recognise what makes an engaging and successful text, through exploration of characterisation and setting.  To understand how meaning is created and the relationship between text and context.	To understand how meaning is created and the relationship between text and context.  Writing accurately, fluently, effectively and at length (non-fiction writing). To plan, draft, edit and proofread written work. To consolidate and build on their knowledge of SPaG.	To recognise what makes an engaging and successful text, through exploration of characterisation and setting.  To understand how meaning is created and the relationship between text and context.	To recognise what makes an engaging and successful text, through exploration of characterisation and setting.  To understand how meaning is created and the relationship between text and context.	To understand how meaning is created and the relationship between text and context.
<b>Key Skills (Reading, writing, grammar &amp; vocabulary and spoken language)</b>	Writing accurately, fluently, effectively and at length (non-fiction writing). To plan, draft, edit and proofread written work. To consolidate and build on their knowledge of SPaG.  Read critically by recognising a range of poetic conventions and show knowledge of how these have been used.	Make inferences and refer to evidence in the text.  Develop knowledge of purpose, audience and context.  Read critically and apply knowledge of how language choice, text structure and organisational features create meaning.	To recognise what makes an engaging and successful text, through exploration of characterisation and setting.  To understand how meaning is created and the relationship between text and context.  Make inferences and refer to evidence in the text.	Read critically by recognising a range of dramatic conventions and show knowledge of how these have been used.  Writing accurately, fluently, effectively and at length (fictional writing). To plan, draft, edit and proofread written work. To	Writing accurately, fluently, effectively and at length (non-fiction writing). To plan, draft, edit and proofread written work. To consolidate and build on their knowledge of SPaG.	Make inferences and refer to evidence in the text.  Develop knowledge of purpose, audience and context.  Read critically and apply knowledge of how language choice, text structure and organisational features create meaning.

	Develop knowledge of how poets communicate through performance and how alternative interpretations can be made in different contexts.		Develop knowledge of purpose, audience and context. Read critically and apply knowledge of how language choice, text structure and organisational features create meaning.	consolidate and build on their knowledge of SPaG.		
<b>Key Vocabulary</b>	Culture Gratitude Inferior Superior Injustice Nostalgia	<i>Under review</i>	<i>Under review</i>	<i>Under review</i>	Ominous Desolate Shrouded Aghast Perilous Trepidation	<i>Under review</i>
<b>Key Reading</b>	Fiction extract  Poetry Anthology – range of authors.  Non-Fiction articles to accompany main themes.	Fiction extracts	Non-fiction extracts  Short Stories	Shakespeare text – ‘Much Ado About Nothing’	Extracts from 19 <sup>th</sup> Century Gothic texts and class reader.	Historical fiction extracts
<b>Misconceptions</b>	Poetry has to follow defined structures i.e. all poems must rhyme.	Contextual factors for pre-1914 literature i.e. hierarchical structures in society.  Allegorical structures within literature.	Misunderstanding current affairs.  Short stories don’t include a complete narrative arc due to length.	Contextual factors such as gender roles and patriarchal structures.	Misunderstanding the term “Gothic’ with regards to literature.	Mythical characters as real historical figures. Link back to allegorical structures.
<b>Start Point</b>	Review of texts studied previously (this will be different for each year group).  Review of poetic form and techniques.	Review of texts studied previously (this will be different for each year group).  Introduction to allegorical structures and morality texts.	Review current affairs and topics for study.  Review structural features of non-fiction texts.  Review structural features of the short story.	Review of texts studied previously (this will be different for each year group).  Introduction to the dramatic conventions of a Shakespearean comedy.	Introduction to Gothic conventions in comparison to other genres.  Introduction to regional dialects and misconceptions of class.	Link back to fables in order to highlight the differences between the two genres.  Review of all topics covered in preparation for end of year project and assessment.

<b>End Point</b>	Students will have learnt how characters develop and how to write a piece of fiction.  Students will have explored different poems from different cultures, alongside non-fiction text.	Students will have learnt how to read and how to develop opinions on character. They will also begin to understand writers purpose.	Students will have learnt how to read actively and question texts as well as how to successfully write and perform a speech.	Students will have learnt how to read a play script actively and understand how Shakespeare explores ideas about humanity.	Students will have learnt how to read actively as well as how to successfully write a piece of fiction.	Students will have learnt how to read and how to develop opinions on character, plot and themes. They will also begin to understand writers purpose.
<b>Form of Assessment</b>	Written analysis of character & themes. Poetry writing.	Written analysis of literary techniques. Narrative writing.	Formal assessment	Written analysis of character & themes. Debate writing.	Written analysis of literary techniques. Descriptive writing.	Formal assessment

<b>Enrichment opportunities</b>	Poet visit Theatre performance Assembly presentations Public speaking workshops Debate In school performances
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AMBITION



RESILIENCE



COURTESY



KINDNESS