

St. John Bosco English Curriculum Map for KS3

	Term 1	Term 2	Term 3
<u>7</u>	<p style="text-align: center;"><u>In The Sea There Are Crocodiles – Fabio Geda</u> <u>Kindertransport – Diane Samuels</u></p> <p><u>Directed ‘other’ texts and authors:</u></p> <ol style="list-style-type: none"> 1. ‘Oliver Twist’ – Charles Dickens. 2. ‘I am Malala’ – Malala Yousafzai 3. ‘Refugee’ by Brian Bilston 4. Non-fiction current affairs articles (The Day) 5. ‘Remains’ – Simon Armitage 6. ‘They’ – Siegfried Sassoon 7. ‘Uncle Tom’s Cabin’ – Harriet Beecher Stowe 8. ‘Pride and Prejudice’ – Jane Austen 9. ‘Faraway Home’ – Marilyn Taylor 10. ‘Real Diaries from The Holocaust’ – Facing History <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p style="text-align: center;"><u>Macbeth – William Shakespeare</u></p> <p><u>Directed ‘other’ texts and authors:</u></p> <ol style="list-style-type: none"> 1. ‘Acquainted by the Night’ – Robert Frost 2. ‘They spit at me and film it’ – The Guardian 3. ‘Harlem’ – Langston Hughes 4. ‘The Yellow Wallpaper’ – Charlotte Perkins Gilman <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p style="text-align: center;"><u>Romanticism and Nature - Poetry Through Time</u></p> <p><u>Directed texts and authors:</u></p> <ol style="list-style-type: none"> 1. ‘I Wandered Lonely as a Cloud’ and ‘The Prelude’ - Wordsworth 2. ‘The Second Coming’ – Yeats 3. ‘Dream land’ – Christina Rossetti 4. ‘The Falling Leaves’ - Postgate Cole 5. ‘Moby Dick’ – Herman Melville 6. ‘The Rime of the Ancient Mariner’ - Coleridge 7. Grimm’s Fairy tales 8. ‘Wuthering Heights’ – Emily Bronte <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>
	<p><u>Themes across all chosen texts:</u> ITS - Power, justice, hope, friendship, family, war, death, love, power, guilt, loneliness, belonging, migration, tragedy, survival, violence, loss, isolation, war, threat. KT - Relationships, family, war, fear, sacrifice, memory, separation, barriers; and recap links to</p>	<p><u>Themes across all chosen texts:</u> Power, violence, good vs. evil, ambition, loyalty, guilt, war, threat; gender, marriage, relationships, society, betrayal, deception/lies, right vs. wrong, death.</p>	<p><u>Themes across all chosen texts:</u> Glorification of nature, emotion, individuality, creativity, aesthetic beauty, the common man, spiritual and supernatural elements.</p>

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	identity, love, relationships, violence, community, society, power, death.		
	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full 'springboard' text • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – pathetic fallacy, symbolism, character dialogue and action, setting description, figurative language, pauses, dramatic irony, onstage/offstage, stage directions, symbolism, mood/atmosphere building, poetic devices. • Multiple character introductions and analysis – facing challenges, resilience, ambition, power struggle, character nationality, asylum-seeker status, daughter/mother, the evacuee, loss, identity, new starts, PTSD. • Contextual understanding and research – Ethnic minority Muslims, refugees, migration, Turkey, Greece, Iran etc. War, The Holocaust, evacuation, PTSD. • Textual vocabulary and connotation study. 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full 'springboard' text • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – pathetic fallacy, symbolism, motif, repetition, violent imagery, soliloquy, foreshadowing, argument devices, character dialogue, tension building, sonnets, emotive language • Multiple character introductions and analysis – gender roles, greed, power, ambition, isolation, witches, death • Contextual understanding and research – Elizabethan beliefs, witchcraft, Harlem riots, tragedy genre • Textual vocabulary and connotation study. 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading a range of directed poems and short stories • Understanding the structure of poems in the collection • Understanding range of poet devices and authorial methods; figurative language ceasure, volta, rhyme. rhythm • Understanding the contextual factors for poets such as: Wordsworth, Yeats and Margret Postgate Cole
	<p><u>Writing intent:</u></p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic. • Using the writer's craft to write in the voice of the protagonist in phase one. 	<p><u>Writing intent:</u></p> <ul style="list-style-type: none"> • Vocabulary building through the study of textual vocabulary • Effective use of sentence and punctuation variation chosen for this topic. • Monologue writing in the voice of Lady Macbeth 	<p><u>Writing intent:</u></p> <ul style="list-style-type: none"> • Writing about the differences and similarities between poems • _ Understanding how to vary sentence functions in my writing • Vivid creative writing, including a range of romantic methods.

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	<ul style="list-style-type: none"> Description of a refugee camp – 1st person narration. Argument writing on the topic of asylum seeking. Monologue writing in the voice of a soldier Persuasive propaganda speech writing. 	<ul style="list-style-type: none"> Argument writing on the topic of bullying and peer pressure. 	
	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debates on laws surrounding refugees (linked with Brian Bilston poem) Independent speech; ‘Immigration is still a significant issue around the world’. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Independent speech; who do we blame for the tragic events? 1 minute 30 seconds of independent speech. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Independent speech; present on the importance of caring for nature, 2 minutes of independent speech on a directed topic.
	<p>Future thematic links:</p> <p>War/conflict – PC poetry Family/relationships – ACC/RJ/AIC Power – RJ/AIC Discrimination – AIC</p>	<p>Future links:</p> <p>Shakespeare – RJ Violence/power – RJ/PC poetry Good vs evil – ACC Guilt – ACC/AIC</p>	<p>Future links:</p> <p>Nature/light/dark – RJ Societal views – RJ/ACC/AIC Deception/lies – PC poetry Writing and reading – skills/knowledge</p>
	<p>PSHE/cultural capital /RSC:</p> <p>Relationships, mental wellbeing, teamwork, equality, separation, death, emotional wellbeing, politics, war, poverty, PTSD, asylum-seeking issues.</p>	<p>PSHE/cultural capital/ RSC:</p> <p>Relationships, marriage, mental wellbeing, teamwork, equality, right vs wrong, responsibility.</p>	<p>PSHE/cultural capital/RSC:</p> <p>The environment, working together, society. Community, creativity, imagination.</p>
8	<p style="text-align: center;"><u>Jane Eyre – Charlotte Bronte</u></p> <p>Directed ‘other’ texts and authors:</p> <ol style="list-style-type: none"> ‘The Signalman’ – Charles Dickens ‘The Tell-tale heart’ – Edgar Allen Poe ‘Miss Havisham’ – Carol Ann Duffy ‘Oliver Twist’ – Charles Dickens ‘Porphyria’s Lover’ – Robert Browning 	<p style="text-align: center;"><u>Midsummer Night’s Dream – William Shakespeare</u></p> <p>Directed ‘other’ texts and authors:</p> <ol style="list-style-type: none"> ‘Valentine’ – Carol Ann Duffy ‘First Person – arranged marriage’ - The Guardian ‘Married at first sight’ Channel 4 ‘Arrange me a marriage’ BBC ‘Spellbound’ – Emily Bronte 	<p style="text-align: center;"><u>Boys Don’t cry – Malorie Blackman</u></p> <p>Directed ‘other’ texts and authors:</p> <ol style="list-style-type: none"> ‘Hour’ – Carol Ann Duffy ‘Sonnet 116’- Shakespeare ‘Gender, race and sexuality’ – Room to Grow ‘Boys Will Be Boys’ – Clementine Floyd

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	<p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p>6. 'The adventures of Pete Pan' – James Matthew Barrie 7. 'The Wonderful Wizard of Oz' – L. Frank Baum</p> <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>
	<p><u>Themes across all chosen texts:</u> Ambition, power, control, unconventional women, gothic, tragedy, grief and loss, love, religion, social class, gender relations, home and belongings, isolation.</p>	<p><u>Themes across all chosen texts:</u> Love, magic, dreams, jealousy, mischief, transformation; and recap links to relationships, gender, love, religion, class, power and control.</p>	<p><u>Themes across all chosen texts:</u> Courage, empowerment, race, gender, sexuality, parenthood. relationships, fear, crime, self-harm.</p>
	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full 'springboard' text • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – genre, setting, context, narrative POV, tone, climax, foreshadowing, allusion, imagery, paradox, pathetic fallacy, personification • Multiple character introductions and analysis – isolation, identity, conflict. • Contextual understanding and research – Victorian children, societal/ gender norms, Bronte's personal experiences. • Textual vocabulary and connotation study. 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full 'springboard' text • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – simile, metaphor, personification, tone, mood, satire, paradox, pun, oxymoron, wordplay, idioms, alliteration, hyperbole • Multiple character introductions and analysis – young love, fairies, power, father/daughter, adolescence • Contextual understanding and research – the role of women, marriage, magic • Textual vocabulary and connotation study. 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full 'springboard' text • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – simile, foreshadowing, symbolism, irony, imagery, figurative language, metaphor, personification, allusion, motif, alliteration, hyperbole • Contextual understanding and research – toxic masculinity, male depression, sexual exploitation, self-harm, suicide. • Textual vocabulary and connotation study.

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	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic Monologue writing in the voice of Starr Carter Argument writing task; “More needs to be done to stop discrimination in the world today!” 	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic Picture description of fairy scene Argument writing on the topic of arranged marriage. 	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic. Narrative writing as a character.
	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debate on racism in the modern world. 2 minutes of independent speech on a directed topic. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debate on arranged marriage, the changing views over time. 2 minutes 30 seconds of independent speech on a directed topic. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debate on toxic masculinity. 3 minutes of independent speech on a directed topic.
	<p>Future links: Violence/conflict – PC poetry Love/death– RJ/AIC Society – ACC/AIC Class/community – ACC/AIC Power/Conflict – PC poetry</p>	<p>Future links: Love/jealousy/dreams – RJ Transformation – ACC Supernatural - ACC</p>	<p>Future links: Fear – PC poetry Separation/barriers/relationships – RJ/AIC</p>
	<p>PSHE/cultural capital/ RSC: Relationships, independence, cultural concerns, managing separation, equality, human rights, leadership, poverty, homelessness, mental health.</p>	<p>PSHE/cultural capital/ RSC: Relationships, marriage, gender, independence, cultural concerns, equality, human rights, animal rights.</p>	<p>PSHE/cultural capital/RSC: Relationships, independence, cultural concerns, managing separation, human rights, leadership roles, history, politics, war, PTSD.</p>
9	<p style="text-align: center;"><u>The Hate U Give – Angie Thomas</u> <u>Of Mice and Men – John Steinbeck</u></p> <p>Directed ‘other’ texts and authors:</p> <ol style="list-style-type: none"> ‘The White Man’s Burden’ – Rudyard Kipling ‘The Right Word’ - Imtiaz Dharker 	<p style="text-align: center;"><u>Much Ado About Nothing – William Shakespeare</u></p> <p>Directed ‘other’ texts and authors:</p> <ol style="list-style-type: none"> "A Marriage" - R.S. Thomas ‘HeforShe Campaign’ – Emma Watson "Still I Rise" - Maya Angelou 	<p style="text-align: center;"><u>The Crucible – Arthur Miller</u></p> <p>Directed ‘other’ texts and authors:</p> <ol style="list-style-type: none"> ‘Invictus’ – William Ernest Henry Witch Trial articles – New Yorker, NYTimes McCarthyism – Newspaper articles

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	<p>3. 'The Black Man's Burden' – Reverend HT Johnson</p> <p>4. 'Ballad of Birmingham' – Dudley Randall</p> <p>5. 'The Harvest Gypsies' – Steinbeck (can be done pre-reading to establish contextual factors)</p> <p>6. 'When they see us' – Oprah Winfrey</p> <p>7. Martin Luther King speeches</p> <p>8. 'The Awakening' – Kate Chopin</p> <p>9. Anthony Joshua BLM speech</p> <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p>4. 'Pride and Prejudice'- Jane Austen</p> <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>	<p>4. Letters from Arthur Miller (to Marilyn Monroe)</p> <p>5. 'The Scarlet Letter' – Nathaniel Hawthorne</p> <p><u>See MTP for the full overview of lessons, directed teaching activities and assessment tasks.</u></p>
	<p><u>Themes across all chosen texts:</u> Power, injustice, community, racism, loss and suffering, identity and double consciousness, poverty, bravery, family, discrimination, conflict, violence, aggression, ambition, resilience, change, prejudice, friendship, dreams, loneliness, society, power, violence, mental health.</p>	<p><u>Themes: across all chosen texts:</u> Deception, honour, love, reputation, gender, pride, marriage; and recap links to friendship, dreams, loneliness, society, power, violence, discrimination.</p>	<p><u>Themes across all chosen texts:</u> Intolerance, hysteria, reputation, goodness, judgment, social status, justice; and recap links to deception, honour, love, reputation, gender, pride, marriage, friendship, dreams, loneliness, society, power, violence, discrimination.</p>
	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of both the full 'springboard' texts • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – simile, foreshadowing, symbolism, irony, imagery, figurative language, metaphor, personification, allusion, motif, alliteration, hyperbole • Multiple character introductions and analysis – discrimination, friendship, age, vulnerability, race 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full 'springboard' text • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – metaphor, simile, allusion, personification, oxymoron, alliteration, hyperbole, rhetorical question, pun, apostrophe, malapropism, metonymy • Multiple character introductions and analysis – women, men, gender roles, villain, father figures, love, comedic characters 	<p><u>Reading intent:</u></p> <ul style="list-style-type: none"> • Reading of the full 'springboard' text • Reading of carefully chosen 'other' texts; prose, poetry and non-fiction • Analysis of writer's craft and the effect of devices – tone, imagery, symbolism, suspense, flash-forward, foreshadowing, allegory, setting, motif, metaphor • Multiple character introductions and analysis – • Contextual understanding and research – The Salem Witch Trials, America, female roles, communism, tragedy, McCarthyism

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	<ul style="list-style-type: none"> Contextual understanding and research – 1920s America, The Dust Bowl, The American Dream, racism, discrimination Textual vocabulary and connotation study. 	<ul style="list-style-type: none"> Contextual understanding and research – female roles, Elizabethan society, marriage, Europe, Italy, theatre Textual vocabulary and connotation study. 	<ul style="list-style-type: none"> Textual vocabulary and connotation study.
	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic Monologue writing in the voice of George Argument writing task; “Young carers need more support.” 	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic Picture description of the masked ball. Argument writing on the topic of ‘HERstory’. 	<p>Writing intent:</p> <ul style="list-style-type: none"> Vocabulary building through the study of textual vocabulary Effective use of sentence and punctuation variation chosen for this topic Monologue writing in the voice of Abigail. Review piece on the Salem Witch Trails.
	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debate on young love. Independent speech on a directed topic. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debate on poverty. Independent speech on a directed topic. 	<p>Oracy intent:</p> <ul style="list-style-type: none"> Class debate on discrimination. Independent speech on a directed topic.
	<p>Future links: Discrimination/loneliness/power/society – ACC/AIC Relationships – RJ Conflict/mental health – PC poetry</p>	<p>Future links: Power/pride – ACC/AIC Relationships/deception/honour/marriage – RJ/AIC Power – PC poetry</p>	<p>Future links: Intolerance/social status – ACC/AIC Relationships – RJ Justice – PC poetry/AIC</p>
	<p>PSHE/cultural capital/ RSC: Relationships, marriage, mental wellbeing, teamwork, equality, business, young carers, PTSD, gang crime, racism, gender stereotyping, disability discrimination, depression, poverty, homelessness.</p>	<p>PSHE/cultural capital/ RSC: Relationships, marriage, mental wellbeing, teamwork, independence, right vs wrong, death, job roles, pay discrimination, politics.</p>	<p>PSHE/cultural capital/RSC: Relationships, honesty, marriage, mental wellbeing, teamwork, equality, male/female responsibility, PTSD, child exploitation, the NHS.</p>

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