

English KS3 Curriculum Overview Map St Peter's Centre

Term 1 <b>Conflict</b>	Term 2 <b>Character and Voice</b>	Term3 <b>The Unknown</b>
<p><b><u>C20th Novel</u></b>                      'Private Peaceful' by Michael Morpurgo</p> <p><b><u>Poetry</u></b>  <b><u>Focus: Compare how poets present their ideas about war and conflict</u></b>                      At least two poems from choice of:                      'Falling Leaves' by Margaret Postgate Cole                      'The Soldier' by Rupert Brooke                      'Dulce Et Decorum Est' by Wilfred Owen                      'Bayonet Charge' by Ted Hughes                      'Flag' by John Agard.</p> <p><b><u>Non-Fiction</u></b>                      Newspaper reports and historical accounts.</p> <p><b>Reading:</b>                      Focus on reading strategies – inference and deduction.</p> <p>Begin to identify and analyse writer's use of characterisation, narrative perspective, structure.</p> <p>Respond to a text by making precise points and providing relevant textual evidence. Explain and comment on a writer's use of language.</p>	<p><b><u>C19th Texts</u></b>                      'Tony Kytes: The Arch Deceiver' by Thomas Hardy                      Chapter One 'Great Expectations' by Charles Dickens.</p> <p><b><u>Poetry</u></b>  <b><u>Focus: How poets create memorable characters/voices</u></b>                      At least two poems from a choice of:                      'Love After Love' by Derek Walcott                      'The Richest Poor Man in the Valley' by Lindsay Macrae.                      'On Aging' by Maya Angelou.                      'Presents From My Aunts in Pakistan' by Moniza Alvi.                      'Island Man' by Grace Nichols.</p> <p><b><u>Shakespeare</u></b>                      Description of Cleopatra extract from Act 2 Scene 2 'Anthony and Cleopatra and/or Jacques's speech in 'As you Like It' Act 2 Scene 7 The Seven Ages of Man.</p> <p><b><u>Non-Fiction</u></b>  <b>Speeches:</b>                      Jesse Jackson 'Keep Hope Alive' speech                      Sojourner Truth 'Ain't I a Woman?'                      Emma Watson 'He for She'.</p>	<p><b><u>Play Script</u></b>                      'Frankenstein' by Mary Shelley adapted by Phillip Pullman.</p> <p><b><u>C19th Short Story</u></b>                      'The Adventure of the Speckled Band' by Arthur Conan Doyle</p> <p><b><u>Shakespeare/Poetry</u></b>  <b><u>Focus: How Shakespeare creates a atmosphere of anticipation, mystery and intrigue.</u></b>                      Opening scenes of Hamlet. The Ghost of Hamlet's father.                      And/or                      Macbeth                      Scenes with the witches (Act 1 Scene 1 and Act 4 Scene 1)                      (Alternatives: Act 2 Scene 1 Macbeth's soliloquy 'Is this a dagger...' or Banquo's ghost at the banquet scene Act 3 Scene 4.</p> <p><b><u>Non-Fiction</u></b>                      Newspaper and Magazine articles about the unknown e.g. The Yeti, Loch Ness Monster.</p>

<p>Begin to relate texts to the social, historical, and cultural contexts in which they were written.</p> <p>Explore and understand the differences between poetry and prose.</p> <p>Learn how to annotate texts (Poems)</p> <p><b>Writing:</b> Writing in role and writing to describe. Includes generating ideas, planning and editing.</p> <p>Revision of key language features. Developing vocabulary choices and use of a range of sentence types and punctuation.</p> <p>Analysis of a character using PEA paragraphs.</p> <p><b>Speaking and Listening:</b> Paired and group work discussion. Hot seating.</p>	<p><b>Severn Suzuki Speech at U.N. Conference on Environment and Development.</b></p> <p><b>Reading:</b> Understanding Shakespeare’s language and historical context.</p> <p>Continue to learn how to annotate texts effectively.</p> <p>Reading Non-fiction texts, identifying the rhetorical techniques writers use to argue and persuade. DAFOREST.</p> <p>Continue to develop analysis of language and structure in poetry and how these contribute to meaning supported by apt textual reference.</p> <p><b>Writing:</b> Plan, write and perform own speech using appropriate rhetorical devices taking into account form, purpose and audience.</p> <p>Use of PEA paragraphs for reading tasks.</p> <p><b>Speaking and listening:</b> Pair and group collaboration.</p> <p>Performing their own speech. Paired or whole group. Evaluate their own performance.</p>	<p><b>Reading:</b> Play script conventions.</p> <p>Identify and comment upon the impact of dramatic devices used by the playwright.</p> <p>Identify and analyse writer’s use of characterisation, narrative perspective, structure.</p> <p>Annotate texts. Paired and independent. Teacher guidance where needed.</p> <p>Relate texts to the social, historical, and cultural contexts in which they were written.</p> <p><b>Writing:</b> Analytical essay using PEA paragraphs.</p> <p>Write their own non-fiction article taking into account genre, purpose and audience.</p> <p>Developing vocabulary choices and use of a range of sentence types and punctuation.</p> <p><b>Speaking and Listening:</b> Pair and group reading and collaboration on reading tasks.</p> <p>Drama activities including hot seating and still images.</p>
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