

KS3 Curriculum 2024-2025

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	<p>Creative Choices</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Genre • Conventions of poetry forms • Story Conventions • Types of sentence • Paragraphing • Simile, metaphor <p>Skills:</p> <ul style="list-style-type: none"> • Spelling • Punctuation focus: commas • Students can write a story and write in genre. <p>Assessment:</p> <ul style="list-style-type: none"> • Mid: Question based assessment • End: Write story in a specific genre. <p>Careers:</p> <ul style="list-style-type: none"> • Author/Poet 	AR Launch Creative Writing club Story writing competitions SPOZ-poetry	Skills-annotation: DT Content-propaganda: History World Book Day	<p>In the Eyes of Adversity</p> <p>Texts: Alfonso Jones, When Stars are Scattered</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Global perspectives • Types of writing – graphic novels • Formal structures of communication (articles etc.) • Structural techniques • Writer's purpose • Theme • Motifs, symbolism <p>Skills:</p> <ul style="list-style-type: none"> • Spelling • Punctuation focus: commas • Paragraphing • Students can form a cohesive argument in paragraphs. • Students can engage in a debate appropriately and understand how to do this successfully. <p>Assessment:</p> <ul style="list-style-type: none"> • Mid: Question based assessment • End: Debate on who has the greatest responsibility, followed by a written response to argue final point of view. <p>Careers:</p> <ul style="list-style-type: none"> • Police Officer/Researcher/Graphic designer/ Journalist 	AR Launch Words that Burn	Content-Suffering: RE History	<p>Defining Decisions</p> <p>Texts: Lear, Othello</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Genre (tragedy, play conventions) • Elizabethan/Jacobean context • Archetypes • Theme • Shakespearean conventions • Essay writing <p>Skills</p> <ul style="list-style-type: none"> • Spelling • Punctuation focus: commas • Writing about a theme (R3) • Students can form an argument in an essay • Students can write about writer's methods • Students can analyse a theme in a text <p>Assessment:</p> <p>Mid: Identify and explore different ways of staging a scene End: How is a key theme presented in the text?</p> <p>Careers:</p> <ul style="list-style-type: none"> Playwright/Director 	BBC School News Report Battle of the Books	Skills-debating: RE
Cycle 2	<p>Power and Privilege</p> <p>Texts: Animal Farm, Noughts and Crosses</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Character • Theme • Writer's purpose • Global perspectives • Structural techniques • Imagery, personification <p>Skills:</p> <ul style="list-style-type: none"> • Punctuation focus: Colons • Spelling • Students can understand theme and discuss how it is presented in a text <p>Assessment:</p> <ul style="list-style-type: none"> • Mid: Question based assessment 	Book club Carnegie shadowing World Book Day	Content-propaganda: History	<p>Writers of the 19th Century</p> <p>Texts: Oliver Twist extracts, Sherlock Holmes short story, The Yellow Wallpaper, The Canterville Ghost.</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Implicit and explicit readings • Nineteenth century context • Writer's purpose • Figurative language, emotive language <p>Skills:</p> <ul style="list-style-type: none"> • Punctuation focus: colons • Spelling • Students can comment on writer's purpose and link it to content in a relevant way. • Students can select and embed relevant quotations • Students can analyse language <p>Assessment:</p>	Book club Carnegie shadowing		<p>Injustice in History</p> <p>Texts: To Kill a Mockingbird, The Book Thief</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Writer's purpose • Use of symbolism, motif • Structural features • Character • Narrative perspectives • Imagery, motif <p>Skills:</p> <ul style="list-style-type: none"> • Punctuation focus: colons • Spelling • Students can write in specified form (diary entry) • Students can write to create meaning • Students can show understanding of character and character voice <p>Assessment:</p> <ul style="list-style-type: none"> • Mid: Question based assessment 		Content-Holocaust: History

	<ul style="list-style-type: none"> End: Presentation on a choice of theme. <p>Careers:</p> <ul style="list-style-type: none"> Politician/Speech writer/ Civil rights lawyer. 		<ul style="list-style-type: none"> Mid: Question based assessment) End: Extract based analysis of character. <p>Careers:</p> <ul style="list-style-type: none"> Detective/ Doctor/ Police Officer. 		<ul style="list-style-type: none"> End: Write a diary for one of the characters in the novel you are studying. <p>Careers:</p> <ul style="list-style-type: none"> Lawyer/ Historian/ Foster Parent/ social worker. 	
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Cycle 3	<p>Choices and Consequences</p> <p>Texts: Journey's End, Our Day Out</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Play conventions: soliloquy, dramatic irony, stage directions Context Pathetic fallacy, tricolons, listing <p>Skills:</p> <ul style="list-style-type: none"> Punctuation focus: semicolons Spelling Students can analyse how a character is presented in a play Students can write in the form of a play Students can select and embed relevant quotations <p>Assessment:</p> <ul style="list-style-type: none"> Mid: Question based assessment End: Extract and character question. Careers: <ul style="list-style-type: none"> Soldier/ Teacher 	<p>Skills- Evaluation writing: DT</p>	<p>Family Feuds</p> <p>Texts: The Tempest, Romeo and Juliet</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Genre (tragedy, play conventions) Elizabethan/Jacobean context Theme Character Shakespearean conventions Personification, simile, metaphor <p>Skills:</p> <ul style="list-style-type: none"> Punctuation focus: semicolons Spelling Students can understand how a character is presented in a text <p>Assessment:</p> <ul style="list-style-type: none"> Mid: Write and present a monologue as a character from the play. End: Extract based, how is a key character presented throughout the play? <p>Careers:</p> <ul style="list-style-type: none"> Actor/ Stage Manager 	<p>Book club Carnegie shadowing</p>	<p>Skills-(c2) Graphics and Illustration: Art</p>	<p>The Art of Rhetoric</p> <p>Texts: Key speeches</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Formal structures of communication e.g. letters, articles, speeches Speaking and listening conventions Subject terminology: rhetoric, ethos, logos, pathos, hyperbole, anaphora, irony, tricolon, rhetorical questions, anecdotes <p>Skills:</p> <ul style="list-style-type: none"> Punctuation focus: semicolons Spelling Students can compare two texts and write about comparative points Students can use rhetorical techniques to form an argument Students can use speaking and listening techniques to present effectively <p>Assessment:</p> <ul style="list-style-type: none"> Mid: Compare the methods used in two speeches. End: Write and present a speech on a societal issue. <p>Careers:</p> <ul style="list-style-type: none"> Politician/Speech Writer/Motivational speaker/ Political adviser/ Influencer. 	<p>Public Speaking Competition-CC</p>
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