KS3 Curriculum 2024-2025

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|  | 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 | **Creative Choices****Knowledge:*** Genre
* Conventions of poetry forms
* Story Conventions
* Types of sentence
* Paragraphing
* Simile, metaphor

**Skills:** * Spelling
* Punctuation focus: commas
* Students can write a story and write in genre.

**Assessment:*** Mid: Question based assessment
* End: Write story in a specific genre.

**Careers:*** Author/Poet
 | AR LaunchCreative Writing clubStory writing competitionsSPOZ- poetry | Skills- annotation:DT | **In the Eyes of Adversity****Texts:** Alfonso Jones, When Stars are Scattered**Knowledge:** * Global perspectives
* Types of writing – graphic novels
* Formal structures of communication (articles etc.)
* Structural techniques
* Writer’s purpose
* Theme
* Motifs, symbolism

**Skills:** * 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.

**Assessment:*** Mid: Question based assessment
* End: Debate on who has the greatest responsibility. followed by a written response to argue final point of view.

**Careers:*** Police Officer/Researcher/Graphic designer/ Journalist
 | AR LaunchWords that Burn | Content-Suffering:REHistory | **Defining Decisions****Texts:** Lear, Othello**Knowledge:** * Genre (tragedy, play conventions)
* Elizabethan/Jacobean context
* Archetypes
* Theme
* Shakespearean conventions
* Essay writing

**Skills*** 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

**Assessment:**Mid: Identify and explore different ways of staging a scene End: How is a key theme presented in the text? **Careers:**Playwright/Director | BBC School News ReportBattle of the Books | Skills- debating:RE |
| Cycle 2 | **Power and Privilege** **Texts:** Animal Farm**,** Noughts and Crosses**Knowledge:** * Character
* Theme
* Writer’s purpose
* Global perspectives
* Structural techniques
* Imagery, personification

**Skills:** * Punctuation focus: Colons
* Spelling
* Students can understand theme and discuss how it is presented in a text

**Assessment:*** Mid: Question based assessment
* End: Presentation on a choice of theme.

**Careers:*** Politician/Speech writer/ Civil rights lawyer.
 | Book clubCarnegie shadowingWorld Book Day | Content- propaganda:History | **Writers of the 19th Century****Texts:** Oliver Twist extracts, Sherlock Holmes short story, The Yellow Wallpaper, The Canterville Ghost. **Knowledge** * Implicit and explicit readings
* Nineteenth century context
* Writer’s purpose
* Figurative language, emotive language

**Skills:*** 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

**Assessment:*** Mid: Question based assessment)
* End: Extract based analysis of character.

**Careers:*** Detective/ Doctor/ Police Officer.
 | Book clubCarnegie shadowing |  | **Injustice in History****Texts:** To Kill a Mockingbird, The Book Thief**Knowledge*** Writer’s purpose
* Use of symbolism, motif
* Structural features
* Character
* Narrative perspectives
* Imagery, motif

**Skills:** * 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

**Assessment:*** Mid: Question based assessment
* End: Write a diary for one of the characters in the novel you are studying.

**Careers:*** Lawyer/ Historian/ Foster Parent/ social worker.
 |  | Content-Holocaust:History |
| Cycle 3 | **Choices and Consequences****Texts:** Journey’s End, Our Day Out **Knowledge:*** Play conventions: soliloquy, dramatic irony, stage directions
* Context
* Pathetic fallacy, tricolons, listing

**Skills:*** 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

**Assessment:*** Mid: Question based assessment
* End: Extract and character question.

**Careers:*** Soldier/ Teacher
 |  | Skills-Evaluation writing: DT | **Family Feuds****Texts:** The Tempest, Romeo and Juliet **Knowledge:** * Genre (tragedy, play conventions)
* Elizabethan/Jacobean context
* Theme
* Character
* Shakespearean conventions
* Personification, simile, metaphor

**Skills:*** Punctuation focus: semicolons
* Spelling
* Students can understand how a character is presented in a text

**Assessment:*** Mid: Write and present a monologue as a character from the play.
* End: Extract based, how is a key character presented throughout the play?

**Careers:*** Actor/ Stage Manager
 | Book clubCarnegie shadowingBook clubRSC watch live broadcasts. Globe project. | Skills-(c2) Graphics and Illustration:ArtContent-Global concerns:GeoRE | **The Art of Rhetoric****Texts:** Key speeches **Knowledge:** * 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

**Skills:*** 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

**Assessment:*** Mid: Compare the methods used in two speeches.
* End: Write and present a speech on a societal issue.

**Careers:*** Politician/Speech Writer/Motivational speaker/ Political adviser/ Influencer.
 | Public Speaking Competition-CC |  |