

Curriculum Map- KS3 and Year 9

Term 1 – Year 9 Gothic Fiction	Term 2 Reading: Great Expectations by Charles Dickens	Term 3 Reading: Persuasion and Conflict: Animal Farm	Term 4 Reading: War Poetry	Term 5 Women in Literature	Term 6 Romeo and Juliet
Content/Texts – The Woman in Black / Great Expectations / Frankenstein / The Phantom Hitch-hiker	Content/Texts – Great Expectations / Extracts Havisham (Poetry)	Content/Texts – Animal Farm by George Orwell Articles / Non-fiction texts	Content/Texts – Wilfred Owen / Siegfried Sassoon / Begbie / Diary	Content/Texts – The Yellow Wallpaper /Sappho/ The Handmaid's Tale	Content/Texts – Romeo and Juliet
Concepts/Themes/Skills: -Character analysis -Language analysis -Creative writing -Context - Close text analysis - Genre - Conventions of gothic -Spag/Vocabulary	Concepts/Themes/Skills: -Character analysis -Language analysis -Creative writing -context - Close text analysis -Spag/Vocabulary ASSESSMENT 1	Concepts/Themes/Skills: -Purpose and audience -persuasive techniques -Speaking and listening -context - Spag/Vocabulary	Concepts/Themes/Skills (Wilfred Owen in depth) -Poetic techniques -Creative writing -context -War/Love - Close text analysis -Unseen poetry analysis -Spag/Vocabulary ASSESSMENT 2	Concepts/Themes/Skills: -History of women writers - Female protagonists -Relationships -Perspective - Identity - Equality -context -Spag/Vocabulary -imaginative character, setting and atmosphere	Concepts/Themes/Skills: - Relationships -Language analysis -Letter writing -context -Speaking and Listening -character analysis -Spag/Vocabulary ASSESSMENT 3
Key words: Gothic Genre Supernatural Conventions Literature Setting Plot Dialogue Character Imagery	Key words: Expectations Convey Atmosphere Pathetic Fallacy Develop Blacksmith Convict Tone Feminism Portrayal Characterisation	Key Words: Persuade Argue Advise Inform Technique Compare Paragraph Format Purpose Fact Opinion	Key Words: Simile Metaphor Personification Enjambment Oxymoron Verse Stanza Rhyme Rhythm Context Compare	Key words: Iconic Feminism Analysis Relevance Emotive Narrative Equality Relationships	Key words: Soliloquy Sonnet Act Scene Timeline Dramatic Irony Betrayal Manipulate Analyse Audience

Term 1- KS3 Reading ‘Skellig’ by David Almond	Term 2 Victorian Literature ‘Oliver Twist’ 19th Century Lit	Term 3 Reading:Transactional writing- ‘Trash’	Term 4 Reading:Relationship Poetry	Term 5 Creative Writing with a text	Term 6 Reading: Shakespeare Much Ado about Nothing
Content/Texts – Skellig	Content/Texts – Oliver Twist	Content/Texts – Articles / Non-fiction Trash by Andy Mulligan	Content/Texts – Unrelated Incidents / An Unknown Girl / I love me Mudder / The Highwayman	Content/Texts – Harry Potter and the Philosopher’s Stone / Fairy Tales/Everything Everything	Content/Texts – Much Ado About Nothing / The Tempest / A Midsummer Night’s Dream
Concepts/Themes/Skills: -Context -simile/Extended Metaphor -Analysis of language -Character analysis -Diary writing -Understanding Imagery -Spag	Concepts/Themes/Skills: (Charles Dickens in depth) -Relationships -Victorian Society -Speaking and Listening -Spag - Context	Concepts/Themes/Skills: -Purpose and audience -persuasive techniques -Speaking and listening - Spag -Analysis of language -context	Concepts/Themes/Skills: -Relationships -Poetic techniques -Creative writing - Close text analysis -Unseen poetry analysis -Context	Concepts/Themes/Skills: - character analysis -Spag -imaginative character, setting and atmosphere -effective openings -Paragraphs	Concepts/Themes/Skills: -Relationships -Language analysis -Letter writing -Speaking and Listening -character analysis -Spag -Context
Key words: Analysis Presentational devices Layout Affect/Effect Metaphor Imagery Motif Theme Symbolism Allegory	Key words: Orphan Effect Device Simile Metaphor Pathetic fallacy Context Classic ASSESSMENT 1	Key Words: Persuade Argue Advise Inform Compare Purpose Fact Opinion Corruption Poverty Injustice	Key Words: Simile Metaphor Personification Enjambment Verse Stanza Rhyme Rhythm Context Compare Culture Tradition ASSESSMENT 2	Key words: Figurative language Structure Paragraph Tone Empathy Emote Device	Key words: Soliloquy Sonnet Timeline Dramatic Irony Betrayal Manipulate Analyse Audience ASSESSMENT 3

KS3 Curriculum Map 2025-2026

Our curriculum is based on a curriculum that is ambitious for all pupils, a curriculum that is coherently planned and sequenced, within our setting, a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities and a curriculum that is broad and balanced.

We have developed a curriculum that covers a range of diverse and engaging texts across both year groups. We have incorporated areas that cover context, language analysis and key vocabulary. We have covered a range of skills, themes and concepts that give them the basis to be successful. The curriculum is designed so that students can engage and enjoy the texts and in turn create a positive ethos, with thought provoking texts that excite our learners, many of whom have had long absences from their own school's curriculum.

In addition, important Reading, Writing and Spoken English skills are embedded, allowing students to explore, re-visit and develop their literacy abilities – especially focused on the accuracy of Spelling, Punctuation and Grammar. We aim to empower students by developing their creative writing skills exploring how different structures and methods can be used to engage, entertain and persuade readers

Due to this part-time timetable, course content and knowledge has been prioritised across both key stages to ensure learning is progressive and substantive meeting the needs of our pupils.

Our schemes of work are reviewed regularly to ensure they remain challenging and enable our students to reach their full potential. In every topic we try and address any learning gaps with adaptive teaching and tailor it for their individual needs.