

Curriculum Map: English KS3 Years 7-9

Year 7	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	<p><b>Big Questions:</b> Through the analysis of various fiction and non-fiction texts centred on the theme of identity, we will examine the author's intent, focusing on the nuanced use of language and structural techniques.</p> <p><b>Who am I?</b></p>	<p><b>Big Question:</b> By studying myths and legends from Jersey, we will explore how storytelling reflects the island's unique culture, history, and identity. We will analyse how these myths preserve Jersey's heritage, values, and beliefs, while also considering their relevance in the modern world.</p> <p><b>How can myths help us celebrate and preserve Jersey's cultural heritage?</b></p> <p><b>Jersey Curriculum Link:</b> This unit connects to Jersey's rich folklore and history, allowing students to engage with local legends, landmarks, and traditions while developing their analytical and creative writing skills.</p>	<p><b>Big Questions:</b> This SOW explores the captivating realm of dystopian literature, allowing students to uncover the genre's nuances. Through analysing authorial intent and character development and learners will cultivate critical thinking skills, engage with thematic complexities.</p> <p><b>What does <i>The Hunger Games</i> teach us about power and control?</b></p>		<p><b>Big Questions:</b> Through the analysis of fictional texts that are defined as Gothic we will examine the elements and features of the Gothic genre and what it means.</p> <p><b>What is Gothic? How do we identify the features of a Gothic text?</b></p>	<p><b>Big Questions:</b> Through the exploration and analysis of Twelfth night, students will develop their understanding of dramatic conventions and key themes such as morality and truth.</p> <p><b>What is the importance of truth and its impact on relationships?</b></p>

Year 8	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	<p><b>Big Questions:</b> By using Charles Dicken’s A Christmas Carol, we will explore what it means to be socially responsible and the features of a 19th Century fictional text and how they shape reader reaction depending on the context.</p> <p><b>Why should we be socially responsible?</b>  <i>Link to KS4 Literature An Inspector Calls</i></p>	<p><b>Big Questions:</b> Exploring conflict and marginalisation through recent history and people’s reaction when faced with adversity. <b>How do we handle adversity?</b></p>	<p><b>Big Questions:</b> Exploring conflict and consequence through the events of Macbeth as a ‘first look’ ahead of GCSE Literature, with a focus on language, structure and stagecraft. <b>What influences the choices we make and what are the consequences?</b></p>	<p><b>Big Questions:</b> This scheme of work explores key dystopian literature, analysing authorial intent, while examining themes of instability, chaos, and decline, fostering critical thinking and literary appreciation among students.</p> <p><b>How does <i>Lord of the Flies</i> explore power and leadership?</b>  <b>How does <i>Animal Farm</i> show that power can corrupt?</b></p>		

Year 9	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<p><b>Big Questions:</b> Exploring other cultures and understanding the benefit of a multi-cultural society.</p> <p><b>How can we celebrate each other and live in an integrated society?</b></p>	<p><b>Big Questions:</b> Exploring the impact of prejudice and societal expectations through the events of Romeo and Juliet, with a focus on language, structure and stagecraft.</p> <p><b>Can true love overcome the prejudice and barriers imposed by society?</b></p>	<p><b>Big Questions:</b> By using either <i>Jekyll and Hyde</i> or <i>Woman in Black</i>, we will explore and analyse the features of a 19<sup>th</sup> Century Gothic fictional text in context and how it reflects society.</p> <p><b>How does the Gothic reflect 19<sup>th</sup> century society?</b></p> <p>Paper 1 Language Link KS4. MACBETH</p>		<p><b>KS4 Transition. Students will cover their first Literature text, 'Of Mice and Men' by Steinbeck.</b></p> <p><b>Big Question:</b> By studying <i>Of Mice and Men</i>, we will explore and analyse how Steinbeck presents the struggles of individuals during the Great Depression, focusing on themes of discrimination, loneliness, and the American Dream, and how the novella reflects 1930s American society. We will examine how barriers such as gender expectations, racism, toxic masculinity, and discrimination against learning disabilities prevent characters from achieving their dreams and life fulfilment.</p> <p><b>What barriers prevent people from achieving their dreams in <i>Of Mice and Men</i>?</b></p>	