

## English Curriculum Mapping

<u>Year</u>	<u>Introduction</u>			<u>Gateway 500/ Tier 3 Vocabulary</u>
9	<p>As learning within our curriculum is both spaced and interleaved, Year 9 students will revisit and build upon the skills and knowledge acquired in Years 7 and 8 through new ‘vehicles of learning’. This approach enables students to deepen their understanding, refine existing competencies, and acquire new knowledge and skills.</p> <p>Each topic continues to integrate reading and writing, underpinned by key oracy and literacy foundations such as spelling, punctuation, and grammar. The primary focus for each unit is clearly indicated using the colour key.</p>			<p>Students will consolidate and extend their understanding of Tier 3 vocabulary introduced in previous years, while confidently applying and exploring more complex subject-specific terminology relevant to the Year 9 curriculum.</p>
	<u>Reading</u>	<u>Writing</u>	<u>Knowledge Bombs</u>	
	<p>Reading a wide range of texts is essential in Key Stage 3 to develop students’ fluency, comprehension, and critical thinking. In line with the National Curriculum, students are encouraged to read increasingly challenging material across genres, historical periods, and cultures to broaden their knowledge and understanding.</p> <p>Through exposure to high-quality literature, non-fiction, and seminal world texts, students learn to analyse language, structure, and themes while expanding their vocabulary and grasp of grammar.</p>	<p>Writing is a vital part of the KS3 English curriculum, enabling students to express ideas clearly, accurately, and creatively. In line with the National Curriculum, students are taught to write for a range of purposes and audiences, using appropriate grammar, vocabulary, and tone. Through regular practice, they learn to draft, edit, and improve their work, developing coherence, fluency, and control over structure and style. Writing also supports learning across the curriculum, helping students to organise their thinking, articulate arguments, and engage critically with texts and ideas.</p>	<p>The ‘Knowledge Bomb’ delivers powerful knowledge that enriches cultural capital and exposes students to big ideas, influential literature, and essential concepts across subjects. These ‘Knowledge Bombs’ help our curriculum tell the ‘Story of English’ from famous speeches to famous and influential texts. They’re designed to enhance knowledge, stretch thinking, and give students access to the academic depth and cultural awareness. Through high-level content and cross-curricular links, it equips students to engage confidently with the world around them.</p>	
	<u>Our Topics</u>	<u>Key Knowledge</u>	<u>Key Skills</u>	
<p><b><u>Unit 1 The Assassin</u></b>  <b><u>Imaginative Writing</u></b>                      Writing using visual stimuli to inspire and create.</p>	<p>Students will learn how to create suspense through careful use of sentence structure, sensory detail, and powerful verb choices.</p> <p>They will explore how character, implication and setting can be shaped to evoke emotion and intrigue.</p>	<p>Through imaginative writing, students will apply techniques such as <b>BEAST</b>, zooming, and thought stems to construct effective openings, vary pace, and maintain tension throughout their narratives.</p>	<p>3 Word Sentence</p> <p>Adjectives</p> <p>Alliteration</p>	

<p align="center"><b>Unit 2 Knowledge Bomb 1- Martin Luther King</b> <b>Text in Time</b></p> <p>Analysis and exploration of persuasive techniques through the study of Martin Luther King’s speeches and wider civil rights rhetoric.</p>	<p>Students will learn about the historical and social impact of leadership, exploring how language and rhetoric were used to inspire change and promote equality.</p>	<p>Through the application of <b>ARRESTED</b> (rhetorical devices and features), students will begin to dissect and analyse persuasive language techniques within transactional and non-fiction texts, developing confidence in identifying purpose, audience, and impact.</p>	<p>Anaphora Author Camera Angles Characterisation Cliff-hanger Colon Context Contrast Conventions Diegetic Direct Address Diveable Image Ellipsis Emotive Language Evidence Exaggeration Expert Opinion Fact Foreboding Foreshadowing Genre Gothic Hyperbole Imagery Imply Interpretation Juxtaposition Metaphor</p>
<p align="center"><b>Unit 3 Introduction to ARRESTED</b> <b>Language Analysis / Rhetorical Devices</b></p> <p>Learning how to identify and analyse key rhetorical techniques in texts.</p>	<p>Students will learn what ARRESTED stands for and explore each rhetorical device. They will understand how writers use these techniques to persuade, engage, and influence readers.</p>	<p>Students will practise identifying ARRESTED techniques in a variety of extracts. They will then use these in their own pieces of writing to consolidate their studies of ARRESTED through Knowledge Bombs, previous units and examples.</p>	
<p align="center"><b>Unit 4 Man From the South</b> <b>Short Story</b></p> <p>Exploring tension, risk, and character in Roald Dahl’s <i>Man from the South</i>.</p>	<p>Students will develop an understanding of key narrative techniques, including foreshadowing, dialogue, and characterisation using BEAST to examine how writers engage and manipulate readers within short fiction.</p>	<p>Through close reading and application of <b>PEEZL</b> and <b>BEAST</b>, students will refine their analytical writing by making detailed inferences, exploring authorial intent, and evaluating the impact of language and structure on the reader.</p>	
<p align="center"><b>Unit 5 Knowledge Bomb 2- Cane Warriors</b> <b>Text in Time / Non-Fiction and Historical Context</b></p> <p>Exploration of the historical and political context surrounding <i>Cane Warriors</i>.</p>	<p>Students will learn about the true events that inspired <i>Cane Warriors</i> and explore themes of rebellion, freedom, and leadership. They will consider how writers use narrative to convey powerful social and political messages.</p>	<p>Through application of <b>ARRESTED</b> (rhetorical devices and features), students will analyse and evaluate how persuasive and emotive techniques are used to influence readers. They will also strengthen their ability to link contextual understanding with textual analysis.</p>	
<p align="center"><b>Unit 6 Media – Signs</b></p>			

<p style="text-align: center;"><b>Media</b></p> <p>Exploration of film language, genre, and audience impact through the sci-fi thriller <i>Signs</i> (2002).</p>	<p>Students will learn how <i>Signs</i> uses camera shots, sound, lighting, and editing to build suspense and tell the story. They will explore the film's key themes, such as fear, faith, and family, and understand how it fits into the science fiction and thriller genres.</p>	<p>Using PEEZL, students will practise analysing key scenes by making clear points, using evidence, and zooming in on important film techniques. They will link their ideas to how the film affects the audience and how it follows or challenges genre expectations.</p>	<p>Motif</p> <p>Narrative</p> <p>Narrator</p> <p>Non-diegetic Sound</p> <p>Nouns</p> <p>Onomatopoeia</p>
<p style="text-align: center;"><b>Unit 7 Knowledge Bomb 3 – Gothic Genre</b></p> <p style="text-align: center;"><b>Text in Time / Fiction and Literary Tradition</b></p> <p>Exploration of the origins, evolution, and conventions of the Gothic genre.</p>	<p>Students will learn about the key features of the Gothic genre, such as dark settings, supernatural elements, and themes of fear and isolation. They will explore how the genre began in the 18th century and how it reflects the fears and concerns of different time periods. Students will also look at how writers use the Gothic to explore ideas like madness, power, and the unknown.</p>	<p>Using PEEZL, students will develop their ability to analyse how writers create mood and tension through language, structure, and setting. They will practise selecting relevant evidence, zooming in on key words or phrases, and linking their ideas to wider themes and context.</p>	<p>Opinion</p> <p>Pace</p> <p>Paradox</p> <p>Pathetic Fallacy</p> <p>Personification</p> <p>Quotation</p>
<p style="text-align: center;"><b>Unit 8 Hamlet</b></p> <p style="text-align: center;"><b>Shakespeare / Drama and Context</b></p> <p>Exploring key themes, characters, and language in <i>Hamlet</i>.</p>	<p>Students will study <i>Hamlet</i>, focusing on major themes such as revenge, madness, mortality, and betrayal. They will learn about the historical and social context of Elizabethan England and how Shakespeare uses language, soliloquies, and dramatic techniques to develop complex characters and build tension.</p>	<p>Using PEEZL, students will analyse Shakespeare's language and dramatic devices, selecting key quotations and zooming in on important words or phrases. They will link their analysis to the play's themes, characters, and context, developing skills in interpretation and evaluation.</p>	<p>Quote</p> <p>Repetition</p> <p>Rhetoric</p> <p>Rhetorical Question</p> <p>Rule of 3</p> <p>Semantic Field</p> <p>Senses</p> <p>Short Sentence</p>
<p style="text-align: center;"><b>Unit 9 Gothic Writing</b></p> <p style="text-align: center;"><b>Creative Writing / Genre Study</b></p> <p>Exploring the features and techniques of Gothic writing to create atmospheric stories.</p>	<p>Students will build upon knowledge of the key elements of Gothic writing, including dark settings, supernatural events, suspense, and themes of fear, mystery, and the uncanny. They will study how writers use language and structure to build mood and tension, drawing on previous studies of gothic texts from an earlier knowledge bomb as examples.</p>	<p>Students will practise creative writing skills by crafting their own Gothic stories. They will focus on using vivid descriptions, creating eerie atmospheres, and developing suspense through careful pacing and language choices. Students will apply genre conventions effectively alongside techniques from SEEMS REAL.</p>	<p>Simile</p> <p>Soliloquy</p> <p>Statistics</p> <p>Suggestion</p> <p>Active Reading</p> <p>Suspense</p> <p>Symbolism</p> <p>Tension</p>

	<p style="text-align: center;"><b><u>Unit 10 Dead Secret</u></b>  <b>Fiction / Mystery and Suspense / Video Game Stimulus</b>  Media Studies / Interactive Narrative and Suspense</p>	<p>Students will explore the themes of mystery, suspense, and discovery as presented in <i>Dead Secret</i>. They will consider how the game uses setting, clues, and atmosphere to engage players and build tension. This unit encourages students to think about how to create mood and develop suspense in their own writing.</p>	<p>Students will practise creative writing techniques such as descriptive language, pacing, and building suspense. Using <i>Dead Secret</i> as a stimulus, they will develop original stories that include mystery elements, focusing on effective use of language and structure to engage readers through using elements of SEEMS REAL. Students will also encounter challenging sentences structures.</p>	<p>Thesaurus  Writer  Zooming  Zoomorphism</p>	
	<p style="text-align: center;"><b><u>Unit 11 Ghost Boys</u></b>  <b>Pleasure Reading / Contemporary Fiction</b>  Exploring important themes through an engaging and powerful story.</p>	<p>Students will read <i>Ghost Boys</i> by Jewell Parker Rhodes, a novel that explores themes of racial injustice, friendship, loss, and hope. They will learn about the experiences of young people facing difficult challenges and how the story connects to real-world issues in today's society. This unit encourages students to enjoy reading while thinking critically about the characters and messages in the book.</p>	<p>Students will develop their skills in active reading, listening, and discussion. They will practise making personal connections to the story and characters, expressing opinions clearly, and listening respectfully to others' ideas. The focus will be on understanding themes, emotions, and motivations through group conversations, guided questions, and reflective activities that deepen their enjoyment and comprehension of the text.</p>		
	<p style="text-align: center;"><b><u>Unit 12 Knowledge Bomb 4 – Knife Crime</u></b>  <b>Real-World Issues / Non-Fiction and Societal Context</b>  Exploring the emotional and social impact of knife crime through personal testimony.</p>	<p>Students will read and explore an emotive letter written by a victim of knife crime. They will learn about the personal and wider effects of knife crime on individuals, families, and communities. The unit will help students understand the human side of this issue and why it remains a serious concern in society today.</p>	<p>Using ARRESTED students will analyse how the writer uses persuasive and emotive language to engage the reader and communicate their message. They will learn to identify and develop these techniques, explain their effect, and evaluate how they are used to influence opinion and raise awareness.</p>		

	<p style="text-align: center;"><b><u>Unit 13 Of Mice and Men</u></b>  <b>Modern Prose / Literature and Context</b>          Exploring friendship, dreams, and injustice in 1930s America.</p>	<p>Students will study <i>Of Mice and Men</i> by John Steinbeck, focusing on key themes such as friendship, loneliness, the American Dream, and different forms of discrimination. They will learn how racism, sexism, ageism, and ableism affect the characters and reflect the attitudes of 1930s America. The unit also explores how Steinbeck uses these experiences to highlight social injustice and inequality during the Great Depression.</p>	<p>Using PEEZL, students will develop their ability to analyse language, structure, and character. They will practise selecting relevant quotations, zooming in on key words, and linking their ideas to wider themes and context. Students will also explore how Steinbeck uses literary techniques to create empathy and deliver powerful social messages.</p>	
	<p style="text-align: center;"><b><u>Unit 14 Capital Punishment</u></b>  <b>Real-World Issues / Non-Fiction and Ethical Debate</b>          Exploring the arguments and perspectives surrounding capital punishment.</p>	<p>Students will learn about what capital punishment is, its history, and where it is still used today. They will explore the main arguments for and against the death penalty, including ethical, legal, and social considerations. The unit also looks at case studies and real-life examples to understand the impact of capital punishment on individuals and society.</p>	<p>Students will develop their ability to read and understand a variety of non-fiction texts by identifying key points and perspectives. They will practise contributing to group discussions, learning to express, form, and argue opinions clearly and respectfully. Through writing tasks, students will use PEEZL to structure their ideas effectively and respond thoughtfully to the issues raised in the texts.</p>	
	<p style="text-align: center;"><b><u>Unit 15 Among the Sleep</u></b>  <b>Creative Writing / Media Stimulus</b>          Exploring storytelling and mood in the game <i>Among the Sleep</i>.</p>	<p>Students will explore the themes and mood of <i>Among the Sleep</i>, such as fear, vulnerability, and childhood memories. They will consider how the game uses setting, perspective, and sensory details to create tension and atmosphere. This unit encourages students to think about how to build mood and develop characters in their own writing.</p>	<p>Students will practise creative writing techniques such as using vivid descriptions, creating suspense, and writing from different perspectives. They will develop how to use sensory language and structure to engage readers and convey emotion. The game will serve as a stimulus for story ideas, helping students to develop original narratives inspired by its themes.</p>	

	<p style="text-align: center;"><b><u>Unit 16 Knowledge Bomb 5 – Atticus Finch</u></b> <b>Character Study / Literature and Context</b> Analysing Atticus Finch’s use of language in his speech defending Tom Robinson in <i>To Kill a Mockingbird</i>.</p>	<p>Students will study the key ideas in Atticus Finch’s courtroom speech, including his arguments about justice, fairness, and equality. They will explore how the speech challenges racial prejudice and appeals to the jury’s sense of morality. The unit also considers the historical context of racism in 1930s America and how Atticus’s language reflects his values.</p>	<p>Using PEEZL, students will analyse how Atticus uses persuasive language techniques such as rhetorical questions, repetition, emotive language, and direct address to convince the jury and readers. They will practise selecting quotations from the speech, zooming in on key words or phrases, and linking these to the themes of justice and racial equality. Students will also evaluate the effectiveness of his language in supporting Tom Robinson’s defence.</p>	
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