

Hobart High School Key Stage 3 Curriculum Map – Year 7

Hobart High School Key Stage 3 Curriculum Map – Year 7 English

Units of work timescales may vary due to split groups.

Language Reading and Writing skills --are interleaved with Literature skills, each term. DICE

	Unit, Topic or Summary of work covered	Knowledge & Skills Developed Learning intentions	DNA and Assessment	Personal Development
Autumn 1	Heroes and Villains Power and Supernatural <i>19th, 20th and 21st century fiction – short stories/extracts from novels/poems [Salome ...]</i>	A01 – identify and interpret explicit and implicit information and ideas A03 – show understanding of the relationships between texts and the contexts in which they were written A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. A05 – organise information and ideas using appropriate structural and grammatical features A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 03 Lit – show understanding of the relationships between texts and the contexts in which they were written	Aut 1 DNA: The Gothic Ghost Story	Personal development – communication skills [oracy, reading and writing]. Social development – living in 21 st century compared with life in previous centuries British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
Autumn 2	Victorian: non-fiction and fiction [including poetry] Exploration of power <ul style="list-style-type: none"> • <i>Schooling</i> • <i>Social conditions – health, housing, work, the environment</i> • <i>Class</i> Compare with contemporary conditions	A01 – identify and interpret explicit and implicit information and ideas A03 – show understanding of the relationships between texts and the contexts in which they were written A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. A05 – organise information and ideas using appropriate structural and grammatical features A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. DICE: religion/social class/gender/age/marriage	Aut 2 Assessment: Transaction Writing: You are a teacher. Write a letter to parents explaining why it is important that parents stay and help at the Ragged School. Aut 2 DNA: Extract from Ragged School. Q1 and 2 P1 style questions.	Personal development – communication skills [oracy, reading and writing]. Social development – living in 21 st century compared with life in previous centuries British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Spring 1	Shakespeare's Romeo and Juliet [including Shakespearian sonnets]	<p>A01 Lit – read, understand and respond to texts</p> <p>A01 Lit – maintain a critical style and develop an informed response</p> <p>A01 Lit – use textual references, including quotations, to support and illustrate interpretations</p> <p>A02Lit – analyse the language, form and structure used by writers to create meaning and effects using relevant subject terminology where appropriate</p> <p>A03 Lit - show understanding of the relationship between texts and the contexts in which they were written</p> <p>A04 Lit– use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>A01 – identify and interpret explicit and implicit information and ideas</p> <p>A02 – explain, comment and analyse how the writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>A03 – compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>A04 – evaluate texts critically and support this with appropriate textual references</p> <p>A01 – identify and interpret explicit and implicit information and ideas</p> <p>A03 – show understanding of the relationships between texts and the contexts in which they were written</p> <p>A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences.</p> <p>A05 – organise information and ideas using appropriate structural and grammatical features</p> <p>A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>DICE: gender/age/sexual orientation/beliefs/social class</p>	Spring 1 DNA: Romeo and Juliet Fate extract. How does Shakespeare present X in the extract? PEACOCK Spring 1 Assessment: How does Shakespeare present X in the extract? PEAR [READING]	<p>Personal development – communication skills [oracy, reading and writing].</p> <p>Cultural development – theatre study and enrichment</p> <p>Social development – living in 21st century compared with life in previous centuries</p> <p>British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p>
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Spring 2	Novel – Harry Potter and the Philosopher’s Stone	<p>A01 – identify and interpret explicit and implicit information and ideas</p> <p>A03 – show understanding of the relationships between texts and the contexts in which they were written</p> <p>A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences.</p> <p>A05 – organise information and ideas using appropriate structural and grammatical features</p> <p>A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>A01 Lit – read, understand and respond to texts</p> <p>A03 Lit - show understanding of the relationship between texts and the contexts in which they were written</p> <p>A04 Lit– use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>DICE: gender</p>	<p>Spring 2 Assessment: Harry Potter Describe a magical land. Writing skills.</p> <p>Spring 2 DNA: How does JK Rowling create tension in the Forbidden Forest.</p>	<p>Personal development – communication skills [oracy, reading and writing].</p> <p>Cultural development – theatre study and enrichment</p> <p>Social development – living in 21st century compared with life in previous centuries</p> <p>British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>
Summer 1	<p>Travel over time</p> <p>Exploring persuasive features and cultural diversity e.g travel writing, newspapers, travel brochures, blogs ...</p>	<p>A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences.</p> <p>A05 – organise information and ideas using appropriate structural and grammatical features</p> <p>A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>DICE: race and ethnicity/religion or belief</p>	<p>Summer 1 DNA: Travel writing. Persuade your peers to visit your ideal holiday destination [utopian holiday].</p>	<p>Personal development – communication skills [oracy, reading and writing].</p> <p>Political awareness</p> <p>Cultural development – exploring different cultures and countries via travel writing [diversity]</p> <p>Social development – exploring differing social mores and values across cultures and countries [diversity]</p> <p>British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p>

<p>Summer 2</p>	<p>Travel over time continued Exploring persuasive features and cultural diversity e.g travel writing, newspapers, travel brochures, blogs ...</p>	<p>A01 – identify and interpret explicit and implicit information and ideas A03 – show understanding of the relationships between texts and the contexts in which they were written A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. A05 – organise information and ideas using appropriate structural and grammatical features A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. A08 – listen and respond appropriately to spoken language, including questions A09 – use spoken Standard English effectively A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. A05 – organise information and ideas using appropriate structural and grammatical features A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. A03 Lit – show understanding of the relationships between texts and the contexts in which they were written</p>		<p>Personal development – communication skills [oracy, reading and writing]. Political awareness Cultural development – exploring different cultures and countries via travel writing [diversity] Social development – exploring differing social mores and values across cultures and countries [diversity] British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p>
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Hobart High School Key Stage 3 Curriculum Map – Year 8 English

Units of work timescales may vary due to split groups and C19-related absences.

Language Reading and Writing skills are interleaved with Literature skills, each term. DICE

	Unit, Topic or Summary of work covered	Knowledge & Skills Developed	DNA and Assessment	Personal Development
Autumn 1	Power in fiction – Animal Farm	<p>A01 – identify and interpret explicit and implicit information and ideas</p> <p>A02 – explain, comment and analyse how the writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	<p>Aut 1 DNA: Animal Farm How does Orwell portray Old Major in his speech?</p>	<p>Personal development – communication skills [oracy, reading and writing].</p> <p>Political awareness</p> <p>Cultural development – exploring different cultures and countries via travel writing [diversity]</p>
Autumn 2	Power of Speeches	<p>A03 – compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>A04 – evaluate texts critically and support this with appropriate textual references</p> <p>DICE: disability/religion or belief/age/gender</p> <p>A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences.</p> <p>A05 – organise information and ideas using appropriate structural and grammatical features</p> <p>A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>DICE: race and ethnicity/disability/religion or belief/age/sexual orientation/gender/gender reassignment/pregnancy and marriage/marriage and civil partnership</p>	<p>Aut 2 Assessment: Power of Speeches Write a speech promoting diversity in schools [DAFOREST]</p> <p>Aut 2 DNA: Spoken Language Presentation of speeches</p>	<p>Social development –exploring differing social mores and values across cultures and countries [diversity]</p> <p>British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p>

Spring 1	Poetry from around the world	<p>A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. A05 – organise information and ideas using appropriate structural and grammatical features A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>DICE: race and ethnicity/religion or belief/sexual orientation/gende</p>	Spring 1 Assessment: Poetry From Around The World. Unseen Poem [PEAR].	Personal development – communication skills [oracy, reading and writing]. Political awareness Cultural development – exploring different cultures and countries via travel writing [diversity] Social development –exploring differing social mores and values across cultures and countries [diversity] British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
Spring 2	Shakespeare Midsummer Night’s Dream	<p>A01 – identify and interpret explicit and implicit information and ideas A02 – explain, comment and analyse how the writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views A03 – compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts. A04 – evaluate texts critically and support this with appropriate textual references</p> <p>DICE: race and ethnicity/religion or belief/age/gender/marriage</p>	Spring 2 DNA: Midsummer Night’s Dream extract. How does Shakespeare present X character in this extract? [PEACOCK].	Personal development – communication skills [oracy, reading and writing]. Political awareness Cultural development – exploring different cultures and countries via travel writing [diversity] Social development –exploring differing social mores and values across cultures and countries [diversity] British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
Summer 1	Dystopian societies in film and fiction e.g. The Hunger Games, The Handmaid’s Tale, 1984, A Clockwork Orange ...	<p>A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. A01 – identify and interpret explicit and implicit information and ideas</p>	Summer 1 Assessment: Describe a utopian world. Summer 1 DNA Write a narrative about your dystopian world.	Personal development – communication skills [oracy, reading and writing]. Political awareness

		<p>A02 – explain, comment and analyse how the writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>A03 – compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>A04 – evaluate texts critically and support this with appropriate textual references</p> <p>A01 Lit – read, understand and respond to texts</p> <p>A01 Lit – maintain a critical style and develop an informed response</p> <p>A01 Lit – use textual references, including quotations, to support and illustrate interpretations</p> <p>A02Lit – analyse the language, form and structure used by writers to create meaning and effects using relevant subject terminology where appropriate</p> <p>A03 Lit - show understanding of the relationship between texts and the contexts in which they were written</p> <p>A04 Lit– use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>DICE: race and ethnicity/religion or belief/age/gender</p>		<p>Cultural development – exploring different cultures and countries via travel writing [diversity]</p> <p>Social development –exploring differing social mores and values across cultures and countries [diversity]</p> <p>British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p>
Summer 2	Transactional Writing	<p>A05 – organise information and ideas using appropriate structural and grammatical features</p> <p>A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>DICE: age/gender</p>	<p>Summer 2 DNA: Non-fiction writing. Write a fictional article to inform your readers about ...</p>	

Hobart High School Key Stage 3 Curriculum Map – Year 9 English

Units of work timescales may vary due to split groups and C19-related absences.

Language Reading and Writing skills are interleaved with Literature skills, each term. DICE

	Unit, Topic or Summary of work covered	Knowledge & Skills Developed	DNA and Assessment	Personal Development
Autumn 1	Diversity in Literature	A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences. A05 – organise information and ideas using appropriate structural and grammatical features	Aut 1 Assessment: Diversity in Literature Queenie extract [Paper 1 Q 1+2. Ext.Q3]	Personal development – communication skills [oracy, reading and writing]. Political awareness Cultural development – exploring different cultures and countries via travel writing [diversity]
Autumn 2	Frankenstein	A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. A01 Lit – read, understand and respond to texts A01 Lit – maintain a critical style and develop an informed response A01 Lit – use textual references, including quotations, to support and illustrate interpretations A02 Lit – analyse the language, form and structure used by writers to create meaning and effects using relevant subject terminology where appropriate A03 Lit - show understanding of the relationship between texts and the contexts in which they were written A04 Lit– use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation DICE: race and ethnicity/disability/religion or belief/age/gender/marriage/partnership	Aut 2 How does Shelley present X in the novel, ‘Frankenstein’.	Social development –exploring differing social mores and values across cultures and countries [diversity] British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Spring 1	War Poetry - Unseen	<p>A01 Lit – read, understand and respond to texts</p> <p>A01 Lit – maintain a critical style and develop an informed response</p> <p>A01 Lit – use textual references, including quotations, to support and illustrate interpretations</p>	Spring 1 DNA: War Poetry. Unseen. Write a letter as soldier on the frontline.	<p>Personal development – communication skills [oracy, reading and writing].</p> <p>Political awareness</p> <p>Social and cultural development –exploring differing social mores and values across cultures and time</p> <p>British Values - democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</p>
Spring 2	Modern play– Blood Brothers	<p>A02 Lit – analyse the language, form and structure used by writers to create meaning and effects using relevant subject terminology where appropriate</p> <p>A03 Lit - show understanding of the relationship between texts and the contexts in which they were written</p> <p>A04 Lit– use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>A08 – listen and respond appropriately to spoken language, including questions</p> <p>A09 – use spoken Standard English effectively</p> <p>A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences.</p> <p>DICE: race and ethnicity/religion or belief/age/gender</p>	Spring 2 DNA: How does the writer present X in this extract?	
Summer 1	<p>Imaginative writing</p> <ul style="list-style-type: none"> - descriptive writing - narrative writing 	<p>A05 – organise information and ideas using appropriate structural and grammatical features</p> <p>A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences.</p> <p>A06 – use a range of ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>A08 – listen and respond appropriately to spoken language, including questions</p>	Summer 1 Assessment Descriptive writing	
Summer 2	<ul style="list-style-type: none"> - transactional 		Summer 2 Assessment Narrative/transactional writing	

		<p>A09 – use spoken Standard English effectively A05 – communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, purposes and audiences.</p> <p>DICE: race and ethnicity/disability/religion or belief/age/gender</p>		
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