

Key Stage 3 Curriculum Map 2019 - 2020

Term 1

Subject: English		Year Group: Year 9		
Week/Date	Focus/Topic	Objectives	Key Skills	Home Learning/Resources
1 Sept 2 nd -5 th	<ul style="list-style-type: none"> Heroes 	<ul style="list-style-type: none"> Baseline assessments, curriculum orientation and expectations 		
2 Sept 8 th -12 th		<ul style="list-style-type: none"> To develop knowledge of the central characters To infer meaning from the text 	<ul style="list-style-type: none"> Infer meaning Write a detailed and coherent paragraph focusing upon language analysis 	<ul style="list-style-type: none"> Create a mind-map/poster detailing everything you have learnt about Francis Cassavant so far.
3 Sept 15 th -19 th		<ul style="list-style-type: none"> To explore how war is presented through the eyes of Francis Cassavant (read pages 26-34) To consider how language can be used to create impressions for the reader: (read P35-49) 	<ul style="list-style-type: none"> To understand how language can be used to create impressions for the reader 	<ul style="list-style-type: none"> Write a diary entry as Francis Cassavant exploring his emotions at this point in the text.
4 Sept 22 rd -26 th		<ul style="list-style-type: none"> To develop our understanding of Larry LaSalle To explore whether the characters in the novel are heroes. Focus on Arthur Rivier 	<ul style="list-style-type: none"> Inference and deduction Language analysis Comparing and evaluating 	<ul style="list-style-type: none"> Research war related post-traumatic stress disorders
5 Sept 29 th -Oct 3 rd		<ul style="list-style-type: none"> To explore how Larry LaSalle has changed since being at war How is mood and atmosphere created in the extract? 	<ul style="list-style-type: none"> Explore how mood, atmosphere and setting used to create tension 	<ul style="list-style-type: none"> Write a tense description focusing upon mood, atmosphere and setting
6 Oct 6 th -10 th		<ul style="list-style-type: none"> To explore how Larry LaSalle's character is presented at different points in the novel 	<ul style="list-style-type: none"> Track the text from different points selecting and analysing relevant information 	<ul style="list-style-type: none"> Write a final letter as Larry LaSalle addressed to Frances Cassavant

7 Oct 13 th -17 th		<ul style="list-style-type: none"> To explore the theme of heroism using the text and real life heroes outside the novel. 	<ul style="list-style-type: none"> Define and challenge the term hero 	<ul style="list-style-type: none"> Create a poster/ character profile for a hero in your own life.
8 Oct 20 th -24 th	Mid Term Break			
9 Oct 27 th -Oct 31 st	Of Mice and Men	<ul style="list-style-type: none"> Context of the story (1930's America) Chapter 1 – setting and introduction to protagonists (George and Lennie) 	<ul style="list-style-type: none"> Note taking and applying notes and research to the text Identifying and analyzing quotes in depth Introduction to the PETER paragraph (Point Evidence Technique Explanation Reader) structure 	<ul style="list-style-type: none"> Read Chapter 1 Finish PETER paragraphs at home
10 Nov 3 rd -7 th		<ul style="list-style-type: none"> Chapter 1 – Analysis of George and Lennie's relationship Chapter 2 – The Ranch. Introduction to Curley and Curley's wife 	<ul style="list-style-type: none"> Analysis of the characters and their interactions PETER paragraph writing on the characters 	<ul style="list-style-type: none"> Read chapter 2 Select and highlight specific quotes about Curley and his wife
11 Nov 10 th -14 th		<ul style="list-style-type: none"> Chapter 3 – Candy's dog, the protagonists' American Dream and 'the fight' 	<ul style="list-style-type: none"> Finding specific quotes to further an argument Identification of techniques PETER paragraphs 	<ul style="list-style-type: none"> Read chapter 3
12 Nov 17 th -21 st		<ul style="list-style-type: none"> Marginalised characters (Crooks, Lennie, Curley's wife and Candy) linked to the context at the time Chapter 4 – Marginalised characters meet 	<ul style="list-style-type: none"> Applying previous knowledge of context to the text Explaining the links of the text to events today Collecting quotes and deepening analysis within the PETER paragraphs 	<ul style="list-style-type: none"> Read chapter 4 Research what life was like for black people and women in the 1930s Collect evidence to support various theories about Curley's wife

			<ul style="list-style-type: none"> • Making more interesting points 	
13 Nov 24 th -28 th		<ul style="list-style-type: none"> • Chapter 5 – death of Curley’s wife • Chapter 6 – death of Lennie • Assessment prep 	<ul style="list-style-type: none"> • Commenting on the effect of foreboding and other literary techniques at the end of the text • Identifying key quotes 	<ul style="list-style-type: none"> • Read Chapter 5 and 6 • Highlight various areas where foreboding/foreshadowing is evident
14 Dec 1 st -5 th		<ul style="list-style-type: none"> • Unseen language analysis question 	<ul style="list-style-type: none"> • Using the PETER paragraph structure used throughout the term to answer an essay style question on the text 	<ul style="list-style-type: none"> • Create character profiles for two of the most important characters
15 Dec 8 th -12 th		<ul style="list-style-type: none"> • Consider to what extent you feel sympathy for: Lennie/George/Curley/Curley’s wife 	<ul style="list-style-type: none"> • Sympathy and empathy Evaluating 	<ul style="list-style-type: none"> • Review the text
Winter Break: December 13 th – January 2 nd				