

## Key Stage 3 Curriculum Map 2020-21

### Term 1

Year Group:	Subject:		
Focus/Topic	Objectives	Key Skills/ UAE Links	Home Learning/ Recommended Reading
<ul style="list-style-type: none"> <li>Induction, curriculum orientation and expectations</li> <li>30<sup>th</sup> August – 3<sup>rd</sup> September</li> </ul>			
<ul style="list-style-type: none"> <li>Baseline assessments</li> <li>6<sup>th</sup> – 10<sup>th</sup> September</li> </ul>			
<ul style="list-style-type: none"> <li>Baseline Assessments</li> <li>13<sup>th</sup> – 17<sup>th</sup> September</li> </ul>			
<ul style="list-style-type: none"> <li>Holes</li> <li>20<sup>th</sup> – 24<sup>th</sup> September</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways in which the writer can 'hook' the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Summarising and predicting</li> </ul>	<ul style="list-style-type: none"> <li>Read Holes</li> </ul>
<ul style="list-style-type: none"> <li>Holes</li> <li>27<sup>th</sup> September – 1<sup>st</sup> October</li> </ul>	<ul style="list-style-type: none"> <li>Explore how the writer creates an engaging setting.</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences; quoting from a text</li> </ul>	<ul style="list-style-type: none"> <li>Read Holes</li> </ul>
<ul style="list-style-type: none"> <li>Holes</li> <li>4<sup>th</sup> – 8<sup>th</sup> October</li> </ul>	<ul style="list-style-type: none"> <li>Making links between narratives.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Using subject terminology from keyword bank</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Draw the setting of Holes and add descriptive quotes</li> <li>Continue reading Holes</li> </ul>
<ul style="list-style-type: none"> <li>Holes</li> <li>11<sup>th</sup> – 15<sup>th</sup> October</li> </ul>	<ul style="list-style-type: none"> <li>Explore feelings of literary characters</li> </ul>	<ul style="list-style-type: none"> <li>Write from perspective of a character</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm ideas for letter home.</li> <li>Continue reading Holes</li> </ul>
<b>Half Term</b>			
<ul style="list-style-type: none"> <li>A Christmas Carol</li> <li>25<sup>th</sup> – 29<sup>th</sup> October</li> </ul>	<ul style="list-style-type: none"> <li>Gain an understanding of Victorian London and Charles Dickens</li> </ul>	<ul style="list-style-type: none"> <li>Context</li> <li>Making logical predictions</li> </ul>	<ul style="list-style-type: none"> <li>Create a poster/information leaflet about life as a Victorian child</li> </ul>
<ul style="list-style-type: none"> <li>A Christmas Carol</li> <li>1<sup>st</sup> – 5<sup>th</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>Gain an introduction to the key characters</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences</li> <li>Close language analysis using PEE/PETER</li> </ul>	<ul style="list-style-type: none"> <li>Compare how Scrooge and Bob are presented within the text so far</li> </ul>

<ul style="list-style-type: none"> <li>• A Christmas Carol</li> <li>• 8<sup>th</sup> – 12<sup>th</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the ways in which Scrooge is beginning to change.</li> <li>• Consider the use of pathetic fallacy</li> </ul>	<ul style="list-style-type: none"> <li>• Language analysis</li> <li>• Comparing and evaluating</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Write a description of a Victorian setting using pathetic fallacy effectively</li> </ul>
<ul style="list-style-type: none"> <li>• A Christmas Carol</li> <li>• 15<sup>th</sup> – 19<sup>th</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Scrooge's childhood and consider how his upbringing has affected the person he is today</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate evidence</li> <li>• Inference and deduction</li> <li>• To what extent do you sympathise with Scrooge?</li> </ul>	<ul style="list-style-type: none"> <li>• Write a diary entry as Belle detailing your feelings towards Young Scrooge</li> </ul>
<ul style="list-style-type: none"> <li>• A Christmas Carol</li> <li>• 22<sup>nd</sup> – 26<sup>th</sup> November</li> </ul>	<ul style="list-style-type: none"> <li>• Write a persuasive letter to Scrooge explaining the benefits of Christmas/spending time with family</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive writing using AFOREST</li> </ul>	<ul style="list-style-type: none"> <li>• Write a response as Scrooge staying true to his character</li> </ul>
<ul style="list-style-type: none"> <li>• A Christmas Carol</li> <li>• 29<sup>th</sup> November – 3<sup>rd</sup> December</li> </ul>	<ul style="list-style-type: none"> <li>• Finish reading the text and consider how Scrooge has changed</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise and analyse the text as a whole</li> <li>• Draw evidence from various areas of the text in chronological order</li> <li>• Make an overall judgement</li> </ul>	<ul style="list-style-type: none"> <li>• What is Dickens' authorial message?</li> <li>• How would a Victorian reader feel towards the story/Scrooge?</li> </ul>
<ul style="list-style-type: none"> <li>• A Christmas Carol</li> <li>• 6<sup>th</sup> – 10<sup>th</sup> December</li> </ul>	<ul style="list-style-type: none"> <li>• Review the text. What are the benefits and disadvantages of adapting the story into a play?</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing</li> <li>• Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• If you were to direct the play of A Christmas Carol, who would you cast to play each part and why?</li> <li>• Write a director's letter to one of the cast members detailing how they should perform their role.</li> </ul>

Winter Break