



St Matthew's RC High School

Key Stage 3 Curriculum Plan 2016/17

Subject:

Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Roald Dahl Students to complete an author study based on the works of Roald Dahl. (Matilda, The Witches, Willy Wonka and the Chocolate Factory, Boy and Revolting Rhymes.)</p>	<p>Musicals Students will be developing a range of reading and writing skills in exploring and creating the conventions of 'Musicals', becoming familiar with the conventions and features of the different elements involved within musicals.</p>	<p>Shakespeare The first week will comprise of an 'introduction' to the conventions of Shakespeare's works (Sonnets, Plays, Themes, Stock Characters etc.). The subsequent five weeks will focus on 'Much Ado About Nothing.'</p>	<p>Contemporary Reader: Teacher Choice Students to read and experience a whole novel; exploring the theme, structure, characters and setting.</p>	<p>Gothic Writing Students are to utilise skills from previous terms to write imaginatively and creatively in the style of a Gothic writer. Students are to become familiar the gothic horror genre by looking at examples of texts by Mary Shelley, Poe, Bram Stoker and Charlotte Bronte.</p>	<p>Dragon's Den (Charity Chocolate Bar) Students will be developing their non-fiction writing skills by completing a variety of transactional writing tasks to create an advertising campaign.</p>
8	<p>Class reader. The students will complete a class novel. During this term, they will complete a number of reading tasks based on analysis of language and character behaviour. Also, there</p>	<p>Festival. The students will talk to rationalise their creative ideas. They will write creatively for a variety of purposes and target audiences. Read and analyse a series of examples from different</p>	<p>War poetry. Students will read and discuss different war poems to enhance and develop their reading and interpretation skills.</p>	<p>Text transformation. The students will study a number of different texts; this will be a mixture of fiction and non-fiction texts. The students will write using different formats and purposes. They will read the texts to collect</p>	<p>Shakespeare – The Tempest The students will look at the comedy genre of Shakespeare through the plays 'The Tempest' or 'A Midsummer Night's Dream' They will be encouraged to think about the themes such</p>	<p>Crime Writing Students are going to explore detective fiction from the Victorian era. This will be assisted by consideration of how their crimes compare to modern day criminality.</p>

	<p>will be writing tasks that cover various writing purposes, audiences and styles.</p> <p>Speaking and listening. There will be chances to discuss and develop their ideas about certain characters. Learners will complete a 'reading for pleasure lesson' Where specified in the plan, targeted writing and reading skills should be reviewed after each progress task marking cycle and should inform both teacher and student of their next SPaG focus.</p>	<p>written purposes. Speaking and listening activities will help develop planning stages and evaluating decisions about their project. Learners will also embed different sentence structures and language devices, for effect. Learners will complete a 'reading for pleasure lesson.' Where specified in the plan, targeted writing skills should be reviewed after each progress task marking cycle and should inform both teacher and student of their next SPaG focus.</p>	<p>The students will focus on a number of reading skills including the analysis of language and structure. Furthermore, students will recap on poetic devices.</p>	<p>information and transform them into a different style. They will complete reading tasks that analyse the use of structure and language within texts. Speaking and listening tasks will include sharing and collecting facts, discussing their plans and stories with peers. The students will complete one 'reading for pleasure' lesson per week. Where specified in the plan, targeted writing skills should be reviewed after each progress task marking cycle and should inform both teacher and student of their next SPaG focus.</p>	<p>as revenge, guilt, love, deceit and sacrifice. Students will become familiar with the plot progression of the play, as well as read key scenes; focusing on developing critical, personal responses towards the development of character and theme within the play as a whole. Students will continue to develop their analytical skills through the reading of the play analysis of key textual examples, focusing on Shakespeare's choices of BOTH language and structure, using accurate terminology in their identification and explanation of evidence.</p>	<p>The main text focus is Sherlock Holmes by Arthur Conan Doyle but there will be an awareness of Jack the Ripper and his importance in history. The unit will culminate in a newspaper article. Students will read extracts from crime novels such as Conan Doyle's 'Sherlock Holmes' and use comparative analysis to look at the way in which crime writing is similar and differences. Students will consider how a detective uses inference and deduction.</p>
9	<p>Anthology/unseen Poetry Paper 2 LITERATURE 25%</p> <p>Students explore selected poems from one Edexcel</p>	<p>19TH Century Novel A Christmas Carol Focus = Exam Skills Paper 2 LITERATURE 25%</p> <p>Students read and analyse A Christmas Carol – focusing on exam skills: characters, relationships,</p>	<p>Writing imaginatively Paper 1 LANGUAGE 20%</p> <p>And</p> <p>Unseen Fiction Extracts from the 19th Century</p>	<p>Unseen Non Fiction Texts Paper 2 LANGUAGE 30%</p> <p>Students explore a range of unseen, high quality, challenging non-fiction and</p>	<p>Shakespeare Romeo and Juliet Focus = Exam Skills Paper 1 LITERATURE 25%</p> <p>Students study Romeo and Juliet, focusing on exam skills: characters, relationships, plot, setting,</p>	<p>Writing Non Fiction Texts Paper 2 LANGUAGE 30%</p> <p>Section B Transactional Writing: Writing tasks are linked by theme to</p>

	<p>Anthology collection Conflict. Students will also tackle unseen poems in conjunction with this. Students should explore each poem using unseen poetry skills using IDEAS- STRUCTURE – LANGUAGE/IMAGERY - FORM or equivalent so that skills for tackling unseen poems are built into the SOW.</p> <p>Skills developed in exploring portrayals of themes through the use of structure, language and form.</p> <p>Skills developed in exploring the CONTEXTS in which the poems were written.</p> <p>Skills developed in comparing two known poems.</p> <p>Skills developed in comparing two unknown poems.</p>	<p>plot, setting, themes followed by exam practise of each section.</p>	<p>Paper 1 LANGUAGE 20%</p> <p>Students will read selections from high-quality, challenging prose fiction in preparation for responding to an unseen 19th century prose fiction extract in the examination (approx. 650 words). They should read extended texts that make significant demands on them in terms of content, structure and the quality of language. Students will develop the skills of inference, analysis and evaluation.</p> <p>Students will apply what they have learned about the writer’s craft (and their previous Literature studies) to inspire and influence their own imaginative writing. They should</p>	<p>literary non-fiction texts from 20th and 21st century, including journalism (articles and reviews), speeches, journals and reference book extracts, selections from autobiographies, letters, reports, obituaries and travel writing. (NOT news feeds, advertisements). Students practice writing these non-fiction texts as they study so that a cohesive study of text types is created.</p>	<p>themes followed by exam practise of each section.</p>	<p>the reading extracts. It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience.</p>
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			develop a range of creative writing techniques, and planning and proofreading skills.			
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