English
Key Stage 3 Curriculum Map

Woolwich Polytechnic School for Boys

YEAR 7 CURRICULUM EXPECTATIONS

KEY KNOWLEDGE

The department works in line with the current National Curriculum focusing on developing a deep, knowledge-rich foundation in both English Language and English Literature.
The curriculum expectations are organized into four core pillars: Reading, Writing, Grammar and Vocabulary, and Spoken English.

1. Reading and English Literature Knowledge

Pupils are expected to develop an appreciation for Britain's rich and varied literary heritage and read increasingly challenging, whole texts critically. This includes:

- Critical Analysis: Students must learn to study setting, plot, and characterisation. They must evaluate how regular devices—such as metaphor, layers of narrative structure, and motif—create tone and meaning.
- Contextual Evaluation: Knowledge of the historical, cultural, and social contexts in which texts were written. For example, understanding Victorian social issues when reading a 19th-century novel.
- Non-Fiction Literacy: Reading and evaluating viewpoints, bias, and manipulation in essays, journalism, speeches, and travel writing.

2. Writing Composition and Craft

Writing expectations shift from basic transcription to conscious crafting for a wide range of specific audiences and purposes.

- Text Forms: Pupils must write fluently and at length in both formal and imaginative registers. This includes:
- Well-structured formal expository and narrative essays.
- Short stories, scripts, and poetry.
- Persuasive, argumentative, and transactional texts (like formal letters and speeches).
- The Writing Process: Pupils are expected to master planning, drafting, editing, and proofreading. They must consciously alter vocabulary and sentence architecture to improve coherence.
- Rhetorical Devices: Incorporating advanced linguistic features (such as parallel structures, irony, and the "show, not tell" method) directly into their own creative work.

3. Grammar and Vocabulary

Rather than memorising isolated rules, pupils learn to use grammar as a deliberate tool to shape meaning.

- Vocabulary Extension: Acquiring an extensive, disciplinary tier-2 and tier-3 vocabulary to precisely articulate complex ideas.
- Linguistic Conventions: Consolidating knowledge of diverse sentence structures (simple, compound, and complex) and applying advanced punctuation to orchestrate specific structural effects.
- Terminology: Using precise linguistic and literary metalanguage (e.g., *syntax, passive voice, subtext, foreshadowing*) when analysing or discussing text properties.

4. Spoken English (Oracy)

The national curriculum mandates that speaking and listening skills are taught explicitly alongside text-based units.

- Formal Presentations: Planning, structuring, and delivering formal speeches and presentations to an audience.
- Debating: Participating actively in formal debates and structured discussions, learning to probe, critique, and build upon peers' arguments.
- Rhetorical Performance: Understanding how effective public speakers use tone, volume, gesture, and pacing to control an audience's engagement.

KEY SKILLS

The NC statutory framework divides these practical competencies into four core skill sets.

1. Reading Skills: Comprehension and Critical Analysis

Pupils move past simple decoding to master active, critical interrogation of complex texts.

- Textual Evidence: Finding and selecting precise quotes to prove a point.
- Inference and Deduction: Reading between the lines to figure out hidden meanings or motivations.
- Structural Tracking: Identifying how an author builds tension or changes focus from the start to the end of a text.
- Comparative Reading: Looking at two different texts side-by-side to find similarities and differences in perspective or style.
- Linguistic Analysis: Explaining exactly how specific word choices, metaphors, or regular devices affect the reader.

2. Writing Skills: Crafting and Technical Accuracy

Pupils learn to control their writing consciously to achieve a specific effect on their reader.

- Audience Adaptability: Shifting tone, vocabulary, and style seamlessly between formal essays, creative stories, and persuasive speeches.
- Structural Planning: Organising long pieces of writing using clear paragraphs, smooth transitions, and logical shifts in time or place.
- Sentence Variety: Mixing short, punchy sentences with long, complex ones to control the pace of the writing.
- Spelling and Punctuation: Using advanced punctuation (like colons, semi-colons, and dashes) accurately to shape meaning and avoid errors.
- Self-Editing: Reviewing, proofreading, and rewriting their own work to improve vocabulary choices and fix mistakes.

3. Grammar and Language Skills: Analytical Application

Pupils use their knowledge of grammar rules as a practical tool for both reading and writing.

- Syntactic Analysis: Identifying how syntax (word order) changes the focus or mood of a sentence.
- Vocabulary Deployment: Choosing the exact right word from a wide vocabulary to express a precise shade of meaning.
- Register Control: Staying strictly within a formal academic register when writing essays and avoiding slang.

4. Speaking and Listening Skills: Oracy and Debate

Pupils develop the confidence to communicate complex ideas spoken aloud in various situations.

- Active Listening: Paying close attention to others' ideas, asking useful follow-up questions, and building on their points.
- Rhetorical Delivery: Using volume, pitch, pauses, and gestures to keep an audience interested during a speech.
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- Drama and working in role

YEAR 7

English
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Woolwich Polytechnic School for Boys

	AUTUMN 1 TOPIC: PRIVATE PEACEFUL/LORD OF THE FLIES GSI	AUTUMN 2 TOPIC: NON-FICTION FORMS OF WRITING: POWERFUL STORIES, POWERFUL PEOPLE	SPRING 1 TOPIC: ANIMAL POETRY	SPRING 2 TOPIC: GENRES - DISTOPIAN WRITING	SUMMER 1 TOPIC: ROMEO AND JULIET - SHAKESPEARE	SUMMER 2 TOPIC: SPOKEN WORD POETRY IN PERFORMANCE
KNOWING WHAT	Key learning: Students will be introduced to their class novel. Lord of the Flies or Private Peaceful They will learn about the characterisation and narrative structure of novels, together with an understanding of context and form.	Key learning: Students will be introduced to a range of autobiographical and biographical extracts exploring a range of powerful voices and powerful people.	Key Learning: Students will be introduced to a range of poems which feature animals in a symbolic way.	Key learning: Students will study a range of Dystopian texts and explore why it remains a popular genre.	Key learning: Students will finish the year by learning about Shakespeare's London and The Globe theatre. They will read the play Romeo and Juliet and discuss aspects of tragedy and language.	Key Learning: Students will use their knowledge of Romeo and Juliet and their study of a range of contemporary performance poets to write and perform their poem in front of an audience.
KNOWING HOW	They will explore the following aspects of literary study: Analysing and writing about characters and themes, Analysing writers' methods and explaining why they are effective, Writing about what motivated writers to create their texts including consideration of the historical context. Writing What, How, Why paragraphs and using quotations.	They will explore the following: Different forms of non-fiction texts and their features The way stories can be organised Writing about and using literary devices Writing using quotations Writing What, How, Why paragraphs	They will explore the following aspects of literary study: Analysing and writing about the meaning of poems Learning to identify and analyse literary methods (simile / metaphor / imagery/rhyme etc.) Analysing writers' methods and explaining why they are effective, Writing about what motivated writers to create their texts including consideration of the historical context. Writing What, How, Why paragraphs and using quotations.	They will explore the following: The conventions of the genre The way stories can be organised. Writing using quotations. Analysing and writing about characters and themes, Analysing writers' methods and explaining why they are effective How dystopian stories reflect the world we live in today, Writing What, How, Why paragraphs	They will explore the following aspects of literary study: Analysing and writing about characters and themes, Analysing writers' methods (including stagecraft) and explaining why they are effective, Writing about what motivated Shakespeare to write his plays including consideration of the historical context. Writing What, How, Why paragraphs and using quotations.	They will explore the following: The conventions of performance poetry How to write poetry using rhythm & rhyme to emphasise ideas How to use intonation, emphasis, rhythm and rhyme and paralinguistic features when performing poetry How to engage an audience
PLANNED ASSESSMENT	Assessment: Analysing an extract from the novel.	Assessment: Writing in an autobiographical style.	Assessment: Analysing an animal poem	Assessment: Responding to a dystopian image	Assessment: End of Year exams	Assessment S&L Skills

YEAR 7

English
Key Stage 3 Curriculum Map

Woolwich Polytechnic School for Boys

YEAR 8 CURRICULUM EXPECTATIONS

KEY KNOWLEDGE

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- Contextual Evaluation: Knowledge of the historical, cultural, and social contexts in which texts were written. For example, understanding Victorian social issues when reading a 19th-century novel.
- Non-Fiction Literacy: Reading and evaluating viewpoints, bias, and manipulation in essays, journalism, speeches, and travel writing.

2. Writing Composition and Craft

Writing expectations shift from basic transcription to conscious crafting for a wide range of specific audiences and purposes.

- Text Forms: Pupils must write fluently and at length in both formal and imaginative registers. This includes:
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- The Writing Process: Pupils are expected to master planning, drafting, editing, and proofreading. They must consciously alter vocabulary and sentence architecture to improve coherence.
- Rhetorical Devices: Incorporating advanced linguistic features (such as parallel structures, irony, and the "show, not tell" method) directly into their own creative work.

3. Grammar and Vocabulary

Rather than memorising isolated rules, pupils learn to use grammar as a deliberate tool to shape meaning.

- Vocabulary Extension: Acquiring an extensive, disciplinary tier-2 and tier-3 vocabulary to precisely articulate complex ideas.
- Linguistic Conventions: Consolidating knowledge of diverse sentence structures (simple, compound, and complex) and applying advanced punctuation to orchestrate specific structural effects.
- Terminology: Using precise linguistic and literary metalanguage (e.g., *syntax, passive voice, subtext, foreshadowing*) when analysing or discussing text properties.

4. Spoken English (Oracy)

The national curriculum mandates that speaking and listening skills are taught explicitly alongside text-based units.

- Formal Presentations: Planning, structuring, and delivering formal speeches and presentations to an audience.
- Debating: Participating actively in formal debates and structured discussions, learning to probe, critique, and build upon peers' arguments.
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KEY SKILLS

The NC statutory framework divides these practical competencies into four core skill sets.

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- Comparative Reading: Looking at two different texts side-by-side to find similarities and differences in perspective or style.
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- Audience Adaptability: Shifting tone, vocabulary, and style seamlessly between formal essays, creative stories, and persuasive speeches.
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YEAR 8

English
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KNOWING WHAT	Key learning: Students will be introduced to the idea of an allegorical text together with the significance of context and authorial voice.	Key learning: Students will be introduced to a range of spoken word texts and will analyse what makes them effective. They will study Classical Greek approaches to rhetoric, including Pathos, Logos and Ethos.	Key Learning: Students will be introduced to poems which explore the different identities and experiences of poets from a range of social and cultural backgrounds.	Key learning: Students will study a range of Gothic texts and explore why it remains a popular genre.	Key learning: Students will finish the year by studying a modern American play. They will explore issues of masculinity, immigration and community loyalty.	Key Learning: students will use their knowledge of rhetorical devices to write and deliver speeches on topics they are passionate about.
KNOWING HOW	They will explore the following aspects of literary study: • Analysing and writing about characters and themes, • Analysing writers' methods and explaining why they are effective, • Writing about what motivated writers to create their texts including consideration of the historical context. • Writing What, How, Why paragraphs and using quotations.	They will study Classical Greek approaches to rhetoric, including Pathos, Logos and Ethos. They will explore the following: • Different forms of writing and their features • How to apply rhetorical and literary devices to persuasive speeches • How to organise an argument • How to employ powerful vocabulary How to use grammatically accurate Standard English – including spelling and punctuation • How to use powerful and varied sentence structures • How to deliver powerful speeches • Writing What, How, Why paragraphs	They will explore the following aspects of literary study: • Analysing and writing about the meaning of poems • Learning to identify and analyse literary methods (simile / metaphor / imagery/rhyme etc.) • Analysing writers' methods and explaining why they are effective, • Writing about what motivated writers to create their texts including consideration of the historical context. • Writing What, How, Why paragraphs and using quotations.	They will explore the following: • The conventions of the genre. • The way stories can be organised. • Writing using quotations. • Analysing and writing about characters and themes. • Analysing writers' methods and explaining why they are effective. • How Gothic stories reflect the contexts in which they were produced. • Writing What, How, Why paragraphs	They will explore the following aspects of literary study: Analysing and writing about characters and themes, Analysing writers' methods (including stagecraft) and explaining why they are effective, Writing about what motivated Miller to write his plays including consideration of the historical context. Writing What, How, Why paragraphs and using quotations.	They will explore the following: The conventions of formal speaking and debate How to write speeches to engage an audience – including the use of rhetorical devices How to structure & organise their writing How to employ powerful vocabulary How to use grammatically accurate Standard English – including spelling and punctuation How to use powerful and varied sentence structures How to use intonation, emphasis, and paralinguistic features when delivering their speeches to a live audience How to respond to questions from an audience Formal debating structures
PLANNED ASSESSMENT	Assessment: Analysing an extract from the novel.	Assessment: Writing a persuasive speech	Assessment: Analysing a poem	Assessment: Writing a gothic text	Assessment: End of Year exams	Assessment S&L Skills

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- Drama and working in role

YEAR 9

English
Key Stage 3 Curriculum Map

Woolwich Polytechnic School for Boys

	AUTUMN 1 TOPIC: THE VICTORIAN NOVEL: OLIVER TWIST	AUTUMN 2 TOPIC: FORMS OF WRITING: 'DIVERSE SHORTS - EXPLORING THE SHORT STORY'	SPRING 1 TOPIC: CONFLICT POETRY	SPRING 2 TOPIC: TRANSACTIONAL WRITING - BE THE CHANGE	SUMMER 1 TOPIC: HAMLET - SHAKESPEARE	SUMMER 2 TOPIC: END OF YEAR EXAMS AND FEEDBACK TOPIC: GENRE STUDY - WATCHING THE DETECTIVES
KNOWING WHAT	Key learning: Students will study the text Oliver Twist by Charles Dickens. They will gain foundational knowledge of Dickens's life and views. They will also consider the issues facing Victorian society.	Key learning: Students will study a range of short stories and some powerful novel openings from writers based all over the world.	Key Learning: Students will be introduced to a range of poems which focus on conflict as a key theme. The unit includes the work of well-known war poets. In preparation for study at GCSE, they will begin to compare poems.	Key learning: In preparation for the transition to GCSE, students will explore a range of transactional; texts. They will consider how to write in different factual forms in order to express their own viewpoints and perspectives.	Key learning: In preparation for study at GCSE, students will finish the year by developing their understanding of the Shakespearean tragic hero. They will consider the tragic hero 'Hamlet' and his fatal flaw. They will begin to apply Aristotelian theories about tragedy and will consider the role of contextual issues such as The Divine Right of Kings and the Great Chain of Being.	Key learning: Students will study a range of detective stories by the world's foremost detective writers. They will consider it's enduring appeal and secure a range of analytical skills appropriate to their study of both Language and Literature at GCSE.
KNOWING HOW	They will explore the following aspects of literary study: • Analysing and writing about characters and themes, • Analysing writers' methods and explaining why they are effective, • Writing about what motivated writers to create their texts including consideration of the historical context. • Writing What, How, Why paragraphs and using quotations.	They will explore the following: • Different forms of writing and their features / conventions. • The way stories can be structured using drop/zoom/shift patterns. • Writing about and using literary devices. • Analysing and writing about characters and themes. • Analysing writers' methods and explaining why they are effective. • How short stories reflect the world we live in today. • Writing using quotations. • Writing What, How, Why paragraphs	They will explore the following aspects of literary study: • Analysing and writing about the meaning of poems. • Learning to identify and analyse literary methods (simile / metaphor / imagery/rhyme etc.) • Analysing writers' methods and explaining why they are effective. • Writing comparatively. • Writing about what motivated writers to create their texts including consideration of the historical context. • Writing What, How, Why paragraphs and using quotations.	They will explore the following: • The conventions of the form • How to structure & organise their writing • How to write using rhetorical and literary devices • How to employ powerful vocabulary • How to use grammatically accurate Standard English – including spelling and punctuation How to use powerful and varied sentence structures	They will explore the following aspects of literary study: • Analysing and writing about characters and themes, • Analysing writers' methods (including stagecraft) and explaining why they are effective, • Writing about what motivated Shakespeare to write his plays including consideration of the historical context. • Writing What, How, Why paragraphs and using quotations.	They will explore the following: • The conventions of the genre • The way stories can be organised. • Writing using quotations. • Analysing and writing about characters and themes, • Analysing writers' methods and explaining why they are effective • How dystopian stories reflect the world we live in today, • Writing What, How, Why paragraphs
PLANNED ASSESSMENT	Assessment: Analysing an extract from the novel.	Assessment: Writing story openings	Assessment: Comparing war poems	Assessment: Writing a transactional text	Assessment: End of Year exams	

YEAR 9