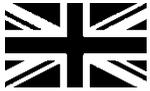




# KS3 Curriculum Content **English**

Year 7	Half Term 1 September – October	Half Term 2 November - December	Half Term 3/4 January - February
	 <p><b>Catch-Up Curriculum: Transition</b></p> <p><b>2 weeks of 'Being British' looking at key terminology and skills students will need.</b></p> <p><b>Knowledge:</b> This will be a 'bridge' unit between primary and high school linked to the theme of identity and 'Being British'. Initially, students will re-cap the key skills from primary school including inference and analysis. Students will look at a variety of short extracts linked to ideas about 'Being British' and practise the skills of inference and deduction before moving onto revising some creative writing skills learnt at primary school.</p> <p><b>Assessment:</b> Students will sit a baseline writing assessment in the form of a Key Stage 2 SATs paper.</p> <p><b>SPaG Skills:</b> Verbs, nouns, articles, adjectives and prepositions.</p> <p><b>Assessment:</b> Reading – Extract Analysis</p>	 <p><b>Heroes and Villains</b></p> <p><b>Knowledge:</b> Students will explore a range of texts from a variety of authors. The unit asks pupils to justify what makes a hero or villain, and why. Students will utilise the skills gained in 'Being British and British Literature' to explore and analyse some texts linked closely to the theme. Students will develop interpretations and be able to build on their ideas about characterisation and writer's messages.</p> <p>Students will apply their knowledge and understanding of methods and literary conventions to create pieces of writing. Students will be able to write from different perspectives with empathy, describing character, atmosphere, and events through a 'show not tell' approach.</p> <p><b>Skills:</b> Inference, deduction, analysis. Using effective vocabulary, including a variety of sentence types, structuring writing, engaging your reader, characterisation.</p> <p><b>SPaG Skills:</b> Subject-verb agreement, tenses</p> <p><b>Assessment:</b> Writing - Creative writing. Create your own hero/villain to be included in a story.</p>	 <p><b>A Christmas Carol</b></p> <p><b>Knowledge/Skills:</b> Students will understand increasingly challenging literature. They will be able to make inference and refer to ideas in a 19<sup>th</sup> Century text. They will read critically through knowing how language including figurative language, vocabulary, grammar, text structure and organisational features work to create plot, character and theme which builds on what they have learned in the previous units including applying their knowledge of different characters to Dickens' creations and placing Dickens within the British literary canon.</p> <p>Linking to our learning principles, students will study plot, character, theme and methods to provide a cornerstone for their study of A Christmas Carol.</p> <p>Students will once again look at writers' intention, the analysis of language, structure in order to produce a rounded personal response to extract-based questions.</p> <p><b>SPaG Skills:</b> Elements of a sentence, simple, compound, complex sentences.</p> <p><b>Assessment:</b> Reading – Extract Analysis</p>
Vocabulary Links		Mythical, Hero, villain, tragic hero, antagonist, protagonist, archetype, anti-hero.	Novella, stave, allegory, supernatural, motif, symbolism, omniscient narrator, conflict, antithesis, resolution

National Curriculum	Reading: 1a(i), 2a, 2b, 2c, 5a, 5b, 5c, 5d, Writing: 4a (ii), 4c, 5a, 5b Grammar: 6	Reading: 1a(i), 2a,2b,2c,2d,3a, Writing: 4a (ii), 4a(iii), 4c, 4d, 5a, 5b,5c Grammar: 6	Reading: 1a,1b, 2a,2b,2c,2d, 3a,3c,3f Grammar: 6
<b>Year 7</b>	Half Term 4/5 February - March	Half Term 5 April – May	Half Term 6 June - July
	 <p><b>Romeo and Juliet</b></p> <p><b>Knowledge:</b> Students will analyse increasingly challenging literature in the form of a Shakespearean play. Students will examine the conventions used to portray the issues of gender, marriage and love, violence and identify within the context of Elizabethan society. They will be able to tackle more challenging vocabulary in order to decipher meaning and the effectiveness of writers’ techniques. They will demonstrate an understanding of the dramatic features Shakespeare employs to create plot and character and understand the effects this has for an audience. Students will take their understanding of Romeo and Juliet and be able to apply it to a different convention of writing in the form of a newspaper article. Students will study the art of rhetoric and hone their own persuasive and argumentative writing skills to consider how they can personally challenge or critique ideas to leave an effect on their own audience. Explicit teaching of persuasive language and structural techniques is embedded to enhance students’ ability to write for a clear purpose.</p>	 <p><b>Gothic Literature and Poetry</b></p> <p><b>Knowledge:</b> Students will take the skills that they have learnt and now be able to apply it to the gothic genre. Students will study a variety of writers from this important literary movement to be able to apply this knowledge to not only the extracts they read and study in Year 7 but to future texts and novels. They will study how the texts reflect the political, social and cultural contexts in which they were written whilst being able to evaluate the texts from a twenty-first century perspective.</p> <p><b>Skills:</b> Inference, deduction, analysis. Using effective vocabulary, structuring writing using different forms.</p> <p><b>SPaG Skills:</b> Topic sentences and paragraphs</p> <p><b>Assessment:</b> Writing - Create own Gothic Poem</p>	 <p><b>Modern Play: Frankenstein</b></p> <p><b>Knowledge:</b> Students will continue to apply their understanding of dramatic literary conventions through the study of a modern adaptation of Shelley’s Frankenstein by Philip Pullman. They will be able to understand Pullman’s process of changing 19<sup>th</sup> Century Gothic conventions to meet the needs of a 21<sup>st</sup> Century audience. Students will be exposed to a new genre of literature which will prepare them well for the transition to Year 8 when they are faced with the more challenging concept of Dystopian fiction.</p> <p><b>Skills:</b> Looking at writers’ messages, inference, making contextual links, deduction, analysis.</p> <p><b>SPaG Skills:</b> Introductions and conclusions</p> <p><b>Assessment:</b> Reading – Extract Analysis</p>

	<p><b>Skills:</b> Looking at writers' messages, inference, making contextual links, deduction, analysis. Applying the art of rhetoric to own writing to be able to successfully communicate information to an audience.</p> <p><b>SPaG Skills:</b> Elements of a sentence: complex sentences. Listing and bracketing commas.</p> <p><b>Assessment:</b> Non-fiction Writing – newspaper article on an event from the play.</p>		
Vocabulary Links	Tragedy, fate, soliloquy, monologue, stage directions, aside, feud, patriarchy, foreboding, dramatic irony, sonnet,	Mysterious, malevolent, suspense, genre, imagery, ambiguous, psychology, fearsome, realism, pathetic fallacy, vulnerable, grotesque. Poetic device, imagery, stanza, sonnet, personification, imagery, form and structure, semantic field, juxtaposition.	Convention, gothic, legend, narrator, monster, monstrous, ethic, invention, experiment, guilt, innocence, supernatural, remote, gloomy, suspense, horror, thrill, tormented.
National Curriculum	Reading: 1a (ii), 2a,2b,2c,2d, 3a,3c,3d,3f Writing: 4a(iv), 4c,4d,5a,5b,5c Grammar: 6	Reading: 1a (i), 2a, 2b,2c,2d, 3a,3b,3e Writing:4a(ii), 4c,4d, 5a, 5b, 5c Grammar: 6	Reading: 1a (ii), 2a,2b,2c,2d, 3a,3c,3d,3e,3f Grammar: 6

Year 8	Half Term 1/2 September – October	Half Term 2 November - December	Half Term 3 January - February
	<p><b>2 weeks of 'Reintroduction to English 'Me, myself and I' – autobiography extracts and writing about their own life experiences. Students will need to recap key terminology and skills.</b></p> <p>  <b>Dystopian Novel: Fahrenheit 451/Animal Farm</b></p>	<p>  <b>Science and the Supernatural</b></p> <p><b>Knowledge:</b> Students will explore a range of extracts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century looking at the theme of science and the supernatural exploring writers' methods. Students will be identifying and critically</p>	<p> <b>Romance</b></p> <p><b>Knowledge:</b> Students will build on their knowledge of poetic methods gained from the Gothic unit and apply these to a different genre of poetry. Students will explore and compare how poets use and manipulate language, form and structure in order to present powerful, personal messages. In the second half of this</p>

	<p><b>Knowledge:</b> Students will begin Year 8 studying the challenging genre of Dystopian fiction. Higher prior-attaining students will study Bradbury's Fahrenheit 451 whilst middle prior-attaining students will study Orwell's Animal Farm. Both novels will encourage students to understand how writers are able to create an imaginary world, which explores key relevant issues within society. There will be links back to A Christmas Carol and British Literature through time to allow students to make connections between the plot, theme and character and issues within present day society. Students will read texts being able to discuss the development of key themes and analyse the effect these have for the reader. Students will be identifying and critically examining the methods manipulated by the writer. Students will be able to apply their knowledge of the gothic genre and see the similarities within these novels. Having studied troubled protagonists and villains within literature before this will enable students to empathise or effectively criticise the characters created by these writers.</p> <p><b>Skills:</b> Looking at writers' messages, inference, making contextual links, deduction, analysis. Framing an argument about a text.</p> <p><b>SPaG Skills:</b> Revision. Adverbs, comparative and superlative adjectives.</p> <p><b>Assessment:</b> Reading - Extract Analysis</p>	<p>examining the methods manipulated by the writer. In particular, students will explore how these writers use language to create symbolic settings and then apply this to their own piece of creative writing on the theme of the supernatural. Students will apply their grammatical and literary understanding to create their own supernatural story opening. Building on Year 7, students will have reviewed creating character, setting and writing for purpose to engage an audience. Students will utilise the methods from writers studied across both years and will now have the opportunity to employ and experiment with these techniques themselves.</p> <p><b>Skills:</b> Inference, deduction, analysis. Using effective vocabulary, including a variety of sentence types, structuring writing, engaging your reader, characterisation.</p> <p><b>SPaG Skills:</b> Nouns, plural nouns, the apostrophe, contraction.</p> <p><b>Assessment:</b> Writing - Creative writing. Students will write their own story/story opening.</p>	<p>unit, students will delve back into non-fiction form, exploring and analysing a variety of letters, and will be able to articulate the differences in communication over time.</p> <p><b>SPaG Skills:</b> Compound-complex sentences, noun appositive phrases.</p> <p><b>Skills:</b> Inference, deduction, analysis.</p> <p><b>Assessment:</b> Reading – Poetry Analysis</p>
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Vocabulary Links	Dystopian, conventions, genre, antagonist, protagonist, surveillance, propaganda, citizen, dehumanized, banished, utopian, political, restrict, control, uniform expectations, illusion, censorship, rebellion, tyrannical, totalitarian, dictatorship, conformity	Darwin, apparition, a vision, ghost, spectral, unearthly, metaphysical, transcendental, occult, talismanic, alchemy, hex, oracular, psychic, woo-woo, sorcerer, celestial, evolution, estranged, apothecary.	Romance, poetic device, imagery, stanza, sonnet, personification, imagery, explore, , form and structure, rhythm, rhyme scheme, figurative language, semantic field, juxtaposition, ambiguity, persona, dramatic monologue, caesura, meter, free verse, iambic pentameter. Romantic notion, romanticism, emotion, nature, heroism, idealism, love.
National Curriculum	Reading: 1a,1b, 2a,2b,2c,2d, 3a,3c,3f Grammar: 6	Reading: 1a(i), 2a,2b,2c,2d,3a, Writing: 4a (ii), 4a(iii), 4c, 4d, 5a, 5b,5c Grammar: 6	Reading: 1a (i), 2a, 2b,2c,2d, 3a,3b,3e Grammar: 6
<b>Year 8</b>	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
	 <p><b>Shakespeare: Othello</b></p> <p><b>Knowledge</b> Students revisit the challenging literature of William Shakespeare this time exploring the tragedy of Othello. Students will develop further understanding of the methods used by Shakespeare, examining the dramatic conventions used to portray the issues of race, gender and marriage within the social and political context of Elizabethan society. Students will therefore be encouraged to make links to present day society; in particular, the struggles and tragedies. This will allow them to examine and evaluate how audience response has developed and changed over time.</p> <p><b>SPaG Skills:</b> Conjunctive adverbs, colons and semi-colons.</p> <p><b>Assessment:</b> Reading - Extract Analysis</p>	 <p><b>Crime and Detective Fiction</b></p> <p><b>Knowledge:</b> Students will analyse a range of fiction and non-fiction extracts relating to the theme of crime. By identifying a variety of viewpoints on this topic, students will be able to explore how writers and speakers manipulate the structure and presentation of language for effect. Students will identify the conventions of detective literature from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century. Students will revisit the art of rhetoric and hone their own persuasive and argumentative writing skills to consider how they can personally challenge or critique ideas to leave an effect on their own audience. Explicit teaching of persuasive language and structural techniques is embedded to enhance students' ability to write for a clear purpose and applying these</p>	 <p><b>Blood Brothers</b></p> <p><b>Knowledge</b> Students will study the contemporary text Blood Brothers, and build on their critical exploration of the themes of class, gender and romance considered in previous units. Students will compare the ways in which historical, social and cultural contexts can affect the style and construction of narrative characters. Students will analyse methods and how these can be used to present a critical message of society. They will demonstrate an understanding to Russell's intentions by evaluating dramatic literary conventions with confidence and clarity.</p> <p><b>SPaG:</b> Drafting and reediting</p> <p><b>Assessment:</b> Reading - Extract Analysis</p>

		skills to an article on a non-fiction event applying the skills of other writers on similar topics.  <b>SPaG:</b> Connections between sentences, proofreading work.  <b>Assessment:</b> Non-fiction Writing – Newspaper Article on a historical/fictional crime.	
Vocabulary Links	Tragedy, play, script, audience, soliloquy, monologue, stage directions. Race/race issues, marriage, cuckoldry, courtly love, Elizabethan/Jacobean, damnation, patriarchy, hubris, hamartia, subversive, pathos, foil.	Aftermath, crime scene, action, revelation, suspect, red herring, evidence, proof, observation, solution, villainous, duels, duplicity, decoy, side-kick, ally, pathos, egos, logos.	Social class, inequality, money, fate, parenthood, superstition, violence, childhood, nature vs nurture, poverty, wealth, contrast, irony, society, unemployment, welfare, destiny.
National Curriculum	Reading: 1a (ii), 2a,2b,2c,2d, 3a,3c,3d,3f Grammar: 6	Reading: 1a(i), 2a,2b,2c,2d,3a Writing: 4a(iv), 4c,4d,5a,5b,5c Grammar: 6	Reading: 1a (ii), 2a,2b,2c,2d, 3a,3c,3d,3f Grammar: 6

Year 9	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January – February
	 <p><b>Of Mice and Men (7 Weeks)</b></p> <p><b>Knowledge/Skills:</b> In order to continue to broaden students' literary horizons and encourage reading for pleasure, they will undertake the study of the seminal novella 'Of Mice and Men'.</p>	 <p><b>Power and Conflict Poetry (4 Weeks)</b></p> <p><b>Conflict in World Literature (3 Weeks)</b></p> <p><b>Knowledge/Skills:</b> Students will revisit the identification of poetic techniques and writers' intention. They will revisit and consolidate key</p>	 <p><b>Modern Play: An Inspector Calls (6 Weeks)</b></p> <p><b>Knowledge/Skills:</b> Students will study the contemporary text 'An Inspector Calls' and establish an understanding of ideas about themes of class, gender and politics considered in previous units. Students will examine how</p>

The novella builds on knowledge of race, identity, gender and class division that has been introduced throughout the units of the key stage. Steinbeck is considered a literary beacon and the study will enhance students' diet of world literature. Students will develop their skills of identifying and exploring context, plot, theme and character building on from their study of these conventions in various novels in KS3 including A Christmas Carol, Fahrenheit 451 and Animal Farm. Students will also be encouraged to draw upon the conventions of heroes and villains to underpin their personal response to Steinbeck's bold characters.

**Assessment:**  
Reading - Extract Analysis



terminology before moving on to analyse and develop personal responses to the poems. Students undertake unseen poetry skills using the AQA Power and Conflict anthology as springboard.

War – Bayonet Charge, Charge of the Light Brigade, Exposure  
Nature/Man – Storm on the Island, Ozymandias, The Prelude, London, My Last Duchess  
Identity – Checking Out Me History, Tissue, The Emigree, Kamikaze

**Knowledge:**  
Students will then continue their thematic exploration of conflict through their study of a range of short stories from around the world. This threads nicely from their Poetry studies, but again, like with their study of Of Mice and Men, broadens their understanding of context, culture and history, enabling their responses to be more informed, personal and critical. Students will begin to be exposed to comparing writers' methods and how they structure a narrative to create engaging atmospheres, plot and character. Students will then transition from the reading principle of learning to writing, applying these writers' methods to create their own short narrative. To bridge the gap between reading and writing, students will focus on writing to create a clear, convincing narrative perspective.

**Assessment:**

context can shape a text and can be used to create meaning, as well as how this can affect the construction of narrative characters. Priestley's methods will be examined in detail in order to produce analyses of how writer's intention and purpose can be explored in a play. Students will be encouraged to find parallels between the time in which the play is set and the modern day, ensuring a comprehensive and personal understanding is established.

**Assessment:**  
Reading - Extract Analysis

		Writing – Narrative involving Conflict	
Vocabulary Links	Alfa, Bindle, Bindle Stiff, Bemused, Brittle, Dejectedly, Derision, Euchre, Golden Gloves, Graybacks, Halter, Hoosgow, Jackson Fork, Jungle-up, Lame, Mollify, Skinner, Skitter, Sullen, Whitewashed	Colloquial, Volta, First person, Collective pronoun, Singular pronoun, Repetition, Adverb, Enjambment, Graphic imagery, Violent imagery, Motif, Natural imagery, Patriotism, Pride, Regret, Semantic Field, Simile, Metaphor, Personification, Rhyme, Cultural, Power, Conflict, Experience  Purpose, Audience, Format, Engagement, Adjectives, Dialogue, Narrative, Perspective, Prolepsis, Analepsis, Protagonist, Antagonist, Seeting, Atmosphere, Sensory Language, Journey, Action, Genre, Foreshadowing, Pathetic Fallacy, Characters, Construct, Allegory, Symbolism	Priestley, Inspector, Edwardian, Envious, Confesses, Suicide, Theatre, Tension, Interrogation, Admission, Engagement, Believe, Arrogant, Socialist, Capitalist, Business
National Curriculum	Reading: 1a iii, 2a, 2b, 2c, 2d, 3, Writing: 5b, 5c, 5d Grammar: 6	Reading: 1ai, 1a iii, 2a, 2b, 2c, 2d, 3b, 3c, 3e, 3f Writing: 4, 5 Grammar: 6	Reading: 1ai, 2, 3a, 3c, 3d, 3e, 3f, Grammar: 6
<b>Year 9</b>	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<b>Jekyll and Hyde (7 Weeks)</b>  <b>Knowledge/Skills:</b> Jekyll and Hyde is an excellent choice of novella as it links clearly back to students' study		<b>Summer Exams Interleaved Revision: Jekyll and Hyde/Macbeth (2 Weeks)</b>  <b>Summer Exam Assessment: AQA Literature Paper 1</b>
		<b>Shakespeare Play: Macbeth (7 Weeks)</b>  <b>Knowledge/Skills:</b> Students will explore the theme, plot and character of the play 'Macbeth'. An	

	<p>of the Gothic and Science and the Supernatural. Students will also be encouraged to link the ideas back to crime unit studied in Year 8. Stevenson’s fundamental notion of ‘good vs. evil’ will again enable students to revisit the key components of character development; protagonist vs. antagonist; and then relate this not only to 19<sup>th</sup> Century society, a period of literary history that students will by now be extremely familiar with, but they will also be encouraged to apply these ideas of morality to contemporary society through a study of non-fiction materials. Students will be revisiting the key components of non-fiction writing and will end this unit with the non-fiction writing form of a speech. This will provide a solid foundation for their future Spoken Language studies as they will be encouraged to express their personal opinions on current affairs through oracy.</p> <p><b>Assessment:</b> Writing – Non Fiction Speech</p>	<p>understanding of the methods used by Shakespeare will ensue, examining the dramatic devices used to mirror the complex social and political context of Jacobean society. Students will therefore be encouraged to identify commonalities between the times frames of the Jacobean era and the modern day; in particular, the current political landscape and the human condition. This will allow them create personal responses towards the text and in-depth understanding of how literature has changed over time – again, underpinned by their study of Literature through Time in Year 7.</p> <p><b>Assessment:</b> Reading - Extract Analysis</p>	<p><b>Revisit Power and Conflict Poetry (2 Weeks)</b></p> <p><b>Knowledge/Skills:</b> Students will again revisit the identification of poetic techniques and writers’ intention. They will revisit and consolidate key terminology before moving on to analyse and develop personal responses to the remaining poems in the anthology. Students will again undertake unseen poetry skills using the AQA Power and Conflict anthology as springboard.</p> <p>Psychological Conflict – Remains, War Photographer, Poppies</p>
Vocabulary Links	<p>Novella, Supernatural, Austere, Catholicity, Coquetry, Eminently, Duplicity, Emulously, Florid, Harpies, Pedantically, Proprieties, Quaintly, Apace, Apprehension, Balderdash, Conveyancing, Dapper, Geniality, Inordinate, Presentment, Prevision, Stealthily, Troglodytic, Annotated, Baize, Blasphemies, Diaphanous, Doggedly, Draughts, Exorbitant, Lamentation, Lawny, Mottled, Peevishly, Cud, Sedulous</p>	<p>Shakespeare, Tomorrow, Norwegian, Warrior, Treachery, Enemies, Villain, Macbeth, Weird, Knowledge, Invisible, Prophecies, Prophecy, Antagonist, Protagonist, Tortured, Epiphany, Playwright Tragedy, Hamartia, Revelation, Committed, Hubris, Flaw, Tragedy</p>	<p>See previous.</p>
National Curriculum	<p>Reading: 1ai, 1b, 1c, 2, 3a, 3b, 3c, 3e, 3f Writing: 4a, 4c, 4d, 4aiii, 5</p>	<p>Reading: 1aii, 2, 3a, 3b, 3c, 3d, 3e, 3f Grammar: 6</p>	<p>Reading: 1c</p>

	Grammar: 6 Spoken Language: 7		Reading: 1ai, 1aiii, 2a, 2b, 2c, 2d, 3b, 3c, 3e, 3f
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