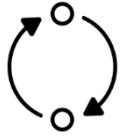




KS3 Curriculum Content **English**

Year 7	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February
	 <p>Transition Unit (5 Weeks) looking at key terminology and skills students will need.</p> <p>Knowledge: Students will begin their study of English in Year 7 with a transition unit to ensure they have the knowledge and skills necessary to be a successful student. This scheme develops skills learnt at Key Stage 2 whilst focusing on the National Curriculum and the expectations of Key Stage 3 students. Students will study different aspects of writing and read some extracts from a variety of fiction to practise reading skills.</p> <p>Skills: Identifying language techniques, using effective vocabulary, identifying, and using different sentence types. Inference, deduction, analysis.</p> <p>Assessment: Students will sit two baseline reading assessments, one with comprehension-based questions and one where they will be expected to complete a reading analysis.</p> <p>SPaG Skills: Verbs, nouns, articles, adjectives and prepositions.</p>  <p>'Being British' (2 weeks)</p> <p>Knowledge: This will be a 'bridge' unit linked to the theme of identity and 'Being British'. Students will look at a variety of short extracts linked to ideas about 'Being</p>	 <p>Heroes and Villains</p> <p>Knowledge: Students will explore a range of non-fiction texts from a variety of writers linked to the theme of 'Heroes and Villains'. The unit asks pupils to justify what makes a hero or villain, and why. Students will utilise the skills gained and explore and analyse some texts linked closely to the theme.</p> <p>Students will study the art of rhetoric linked to the theme 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>Skills: Inference, deduction, analysis. Using effective vocabulary, including a variety of sentence types, structuring writing, engaging your reader.</p> <p>SPaG Skills: Subject-verb agreement, tenses</p> <p>Assessment: Writing – Non-Fiction writing. Write your own speech as a hero or villain.</p>	 <p>Novel Study: A Monster Calls/Ways to Live Forever/The Graveyard Book</p> <p>Knowledge/Skills: Students will now apply their reading skills to a whole novel. They will be able to make inferences and refer to ideas in a modern 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. They will take their knowledge of the idea of a hero and villain and apply this to works of fiction.</p> <p>Each of these novels will encourage students to understand how writers are able to create an imaginary world which explores key issues including: grief, identify, isolation, family, the supernatural and ideas about good vs evil.</p> <p>Linking to our learning principles, students will study plot, character, theme and methods to provide a cornerstone for their study</p> <p>Skills: Looking at writers' messages, inference, making contextual links, deduction, analysis. Framing an argument about a text.</p> <p>SPaG Skills: Elements of a sentence, simple, compound, complex sentences.</p> <p>Assessment: Reading – Extract Analysis</p>

Vocabulary Links	British' and practise the skills of inference and deduction to finalise their understanding of the skills needed for Key Stage 3 English.		
	<p>Transition Unit: Novel, Simile, metaphor, alliteration, personification, repetition, rhetorical question, vocabulary, minor, simple, complex and compound sentences, punctuation, implicit, explicit, form, audience, intention.</p> <p>'Being British': Stereotype, predict, clarify, question, summarise, propaganda, analyse.</p>	Rhetoric, ethos, logos, pathos, direct address, alliteration, anecdote, facts, opinion, repetition, emotive language, statistics, rule of 3.	Prediction, inference, plot, genre, setting, interpretation, context, figurative language, symbolism, theme, narrative hook, connotation.
National Curriculum	Reading: 1a(i), 2a, 2b, 2c,2d. Writing: 4a (ii), 4c, 5a, 5b Grammar: 6	Reading: 1a(i), 2a,2b,2d,3a, 3e Writing: 4a (iii), 4a(iv), 4c, 4d, 5a, 5b,5c Grammar: 6 Spoken English: 7a, 7b	Reading: 1a (i),1b, 2a,2b,2c,2d, 3a,3c,3f Grammar: 6
Year 7	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
	 <p>Romeo and Juliet</p> <p>Knowledge: 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</p>	 <p>Conflict Poetry</p> <p>Knowledge: Students will take the reading skills they have developed and now be able to apply this to the genre of conflict poetry. They will develop their skills of inference and deduction to develop their own individual interpretations of the poems they study and be able to decipher what they take from its meaning.</p> <p>Students will explore and compare how poets use and manipulate language, form</p>	 <p>Modern Play: Frankenstein</p> <p>Knowledge: 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 19th Century Gothic conventions to meet the needs of a 21st Century audience. Students will be exposed to a new genre of literature which will prepare them well for the transition to</p>

	<p>dramatic features Shakespeare employs to create plot and character and understand the effects this has for an audience.</p> <p>Skills: Looking at writers' messages, inference, making contextual links, deduction, analysis.</p> <p>SPaG Skills: Elements of a sentence: complex sentences. Listing and bracketing commas.</p> <p>Assessment: Reading – Extract Analysis</p>	<p>and structure in order to present powerful, personal messages relating to the idea of conflict.</p> <p>Skills: Inference, deduction, identifying, analysis, comparison.</p> <p>SPaG Skills: Introductions and conclusions</p> <p>Assessment: Reading - Poetry Analysis</p>	<p>Year 8 when they are faced with the more challenging concept of Dystopian fiction.</p> <p>Students will then apply their understanding of how writers create character, plot and setting to engage a reader to their own piece of writing. They will demonstrate the ability to be able to engage a reader.</p> <p>Skills: Looking at writers' messages, inference, making contextual links, deduction, analysis. Using effective vocabulary, characterisation.</p> <p>SPaG Skills: Introductions and conclusions</p> <p>Assessment: Creative Writing: Write own Gothic story.</p>
Vocabulary Links	Elizabethan, Tragedy, fate, soliloquy, monologue, stage directions, aside, feud, patriarchy, foreboding, dramatic irony, sonnet	Poetic device, imagery, stanza, personification, imagery, form and structure, rhythm, rhyme scheme, figurative language, semantic field, juxtaposition, dramatic monologue, caesura, free verse, iambic pentameter	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 Grammar: 6	Reading: 1a (i), 2a, 2b,2c,2d, 3a Writing:4a(ii), 4c,4d, 5a, 5b, 5c Grammar: 6	Reading: 1a (i),1a(iii), 2a,2b,2c,2d, 3a,3b,3e,3f Grammar: 6

Year 8	Half Term 1/2 September – October	Half Term 2 November - December	Half Term 3 January - February
	<p data-bbox="360 172 898 347">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.</p> <div data-bbox="360 432 801 564">  <p data-bbox="555 432 801 496">Dystopian Novel: Animal Farm</p> <p data-bbox="461 533 629 564">Knowledge:</p> </div> <p data-bbox="360 564 909 1378">Students will begin Year 8 studying the challenging genre of Dystopian fiction through the novel Animal Farm. The novel will encourage students to understand how the writer is able to create an imaginary world, which explores key relevant issues within society. There will be links back to the modern novels studied 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 this novel. Having studied troubled protagonists and villains within literature before this will enable students to empathise or effectively criticise the characters created by this writer.</p>	<div data-bbox="936 172 1122 284">  </div> <p data-bbox="1137 172 1368 236">Science and the Supernatural</p> <p data-bbox="936 336 1514 1082"> Knowledge: Students will explore a range of extracts from the 19th, 20th and 21st century looking at the theme of science and the supernatural exploring writers' methods. Students will be identifying and critically 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 data-bbox="936 1118 1514 1251"> Skills: Inference, deduction, analysis. Using effective vocabulary, including a variety of sentence types, structuring writing, engaging your reader, characterisation. </p> <p data-bbox="936 1289 1435 1358"> SPaG Skills: Nouns, plural nouns, the apostrophe, contraction. </p> <p data-bbox="936 1385 1451 1481"> Assessment: Writing - Creative writing. Students will write their own story/story opening. </p>	<div data-bbox="1559 209 1648 296">  </div> <p data-bbox="1697 172 2040 236">Protest, Resistance and Empowerment Poetry</p> <p data-bbox="1541 336 2141 639"> Knowledge: Students will build on their knowledge of poetic methods gained from the conflict unit and apply these to poems which focus on ideas of protest, resistance and empowerment. Students will look at issues such as race, identity and gender and explore how poets fight against oppression through the language. </p> <p data-bbox="1541 676 2141 810"> Students will explore and compare how poets use and manipulate language, form and structure in order to present powerful, personal messages. </p> <p data-bbox="1541 847 2107 975"> Through their knowledge developed from conflict poetry and previous texts students should now be able to become more critical of the writers' intentions. </p> <p data-bbox="1541 1011 2141 1082"> SPaG Skills: Compound-complex sentences, noun appositive phrases. </p> <p data-bbox="1541 1107 2033 1139"> Skills: Inference, deduction, analysis. </p> <p data-bbox="1541 1177 1883 1241"> Assessment: Reading – Poetry Analysis </p>

	<p>Skills: Looking at writers' messages, inference, making contextual links, deduction, analysis. Framing an argument about a text.</p> <p>SPaG Skills: Revision. Adverbs, comparative and superlative adjectives.</p> <p>Assessment: Reading - Extract Analysis</p>		
Vocabulary Links	Dystopian, conventions, genre, antagonist, protagonist, surveillance, propaganda, citizen, banished, utopian, political, restrict, control, uniform expectations, illusion, censorship, rebellion, tyrannical, totalitarian, dictatorship, conformity	Darwin, a vision, ghost, spectral, unearthly, Victorian, science fiction,	Prejudice, protest, empowerment, resistance, stanza, imagery, caesura, enjambment, figurative language.
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
Year 8	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
	 <p>Shakespeare: Othello</p> <p>Knowledge 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</p>	 <p>Crime Non-Fiction</p> <p>Knowledge: Students will analyse a range 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 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</p>	 <p>Blood Brothers</p> <p>Knowledge 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>audience response has developed and changed over time.</p> <p>SPaG Skills: Conjunctive adverbs, colons and semi-colons.</p> <p>Assessment: Reading - Extract Analysis</p>	<p>write for a clear purpose and applying these skills to an article on a non-fiction event applying the skills of other writers on similar topics.</p> <p>SPaG: Connections between sentences, proofreading work.</p> <p>Assessment: Non-fiction Writing – Newspaper Article on a historical/fictional crime.</p>	<p>SPaG: Drafting and reediting</p> <p>Assessment: Reading - Extract Analysis</p>
Vocabulary Links	<p>Tragedy, play, script, audience, soliloquy, monologue, stage directions. Race/race issues, marriage, cuckoldry, courtly love, Elizabethan/Jacobean, damnation, patriarchy, hubris, hamartia, subversive, pathos, foil.</p>	<p>Crime scene, non-fiction, modes of persuasion, pathos, egos, logos, direct address, alliteration, repetition, rhetorical question.</p>	<p>Social class, inequality, money, fate, parenthood, superstition, violence, childhood, nature vs nurture, poverty, wealth, contrast, irony, society, unemployment, welfare, destiny.</p>
National Curriculum	<p>Reading: 1a (ii), 2a,2b,2c,2d, 3a,3c,3d,3f Grammar: 6</p>	<p>Reading: 1a(i), 2a,2b,2c,2d,3a Writing: 4a(iv), 4c,4d,5a,5b,5c Grammar: 6</p>	<p>Reading: 1a (ii), 2a,2b,2c,2d, 3a,3c,3d,3f Grammar: 6</p>

Year 9

Half Term 1
September - October

Half Term 2
October - December

Half Term 3
January – February



Of Mice and Men (7 Weeks)

Knowledge/Skills:

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'. 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 The Graveyard Book, Ways to Live Forever, A Monster Calls 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



Power and Conflict Poetry (4 Weeks)

Conflict in World Literature (3 Weeks)

Knowledge/Skills:

Students will 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 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



Modern Play: An Inspector Calls (7 Weeks)

Knowledge/Skills:

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 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

		<p>their own short narrative. To bridge the gap between reading and writing, students will focus on writing to create a clear, convincing narrative perspective.</p> <p>Assessment: Writing – Narrative involving Conflict</p>	
Vocabulary Links	Alfalfa, 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	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: 1a i, 1a iii, 2a, 2b, 2c, 2d, 3b, 3c, 3e, 3f Writing: 4, 5 Grammar: 6	Reading: 1a i, 2, 3a, 3c, 3d, 3e, 3f, Grammar: 6
Year 9	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	 <p>Jekyll and Hyde (6 Weeks)</p> <p>Knowledge/Skills: Jekyll and Hyde is an excellent choice of novella as it links clearly back to students' study 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</p>	 <p>Shakespeare Play: Macbeth (7 Weeks)</p> <p>Knowledge/Skills: Students will explore the theme, plot and character of the play 'Macbeth'. An 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</p>	<p>Summer Exams Interleaved Revision: Jekyll and Hyde/Macbeth (2 Weeks)</p> <p>Summer Exam Assessment: AQA Literature Paper 1</p> <p>Revisit Power and Conflict Poetry (2 Weeks)</p> <p>Knowledge/Skills: Students will again revisit the identification of poetic techniques and writers' intention. They</p>

	<p>this not only to 19th 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>Assessment: Writing – Non Fiction Speech</p>	<p>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.</p> <p>Assessment: Reading - Extract Analysis</p>	<p>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 Grammar: 6 Spoken Language: 7</p>	<p>Reading: 1aii, 2, 3a, 3b, 3c, 3d, 3e, 3f Grammar: 6</p>	<p>Reading: 1c Reading: 1ai, 1aiii, 2a, 2b, 2c, 2d, 3b, 3c, 3e, 3f</p>