

## Key Stage Three English Curriculum Outline

### Year 7 Curriculum

Our schemes of work in year 7 begin with a study of Myths and Legends to ensure that students are well based in these famous stories that are frequently alluded to throughout the literary canon. Students learn the features of different types of myths and then use these features in their own writing. Students then complete the study of *The Graveyard Book* as a means of working on their reading skills in particular analytical writing. Next, students study poetry with a focus on poetic forms and devices. They will work on crafting their own poems and performing poetry aloud. Students then study a range of literary texts related to Islands and Pirates with a focus on reading *Treasure Island* to introduce them to 19<sup>th</sup> century fiction. This is followed by the study of *A Midsummer Night's Dream* which combines dramatic performance as well as an in-depth study of the whole text. We feel that our year 7 curriculum combines a good level of challenge alongside opportunities to engage with really enjoyable texts that should ignite their interest in literature.

**Assessment** Students in year 7 are assessed termly by completing Star Reading tests and weekly skills and vocabulary tests in lessons as a means of low stake testing. Students complete two formal assessments in term 3 and term 4 and two end of year exams in term 5.

<b>Timeline</b>	<b>Content and assessments</b>	<b>Skills/ Keywords</b>
Unit 1	<p><b><u>Myths and Legends</u></b></p> <p>Unit based on developing closer understanding of mythological motifs, characters and stories.</p> <p>Ensure that students are well based in these famous stories that are frequently alluded to throughout the literary canon. Reading of a range of myths, focused mainly on those of Greek origin.</p> <p>Students will learn the features of different types of myths and then use these features in their own writing.</p>	<ul style="list-style-type: none"><li>● Knowledge and understanding of myths and characters</li><li>● Allusion</li><li>● Symbolism</li><li>● Motif</li><li>● Genre conventions</li><li>● Develop creative skills</li><li>● Understanding characterisation</li></ul>

	<p>Analysis of key characterisation/themes and contextual features which shape our understanding of other cultures and times. Written outcomes to develop creative writing skills.</p> <p><b>Assessment:</b> Creative writing (own myth) Multiple choice quiz at end of unit.</p>	
Unit 2	<p><b><u>The Graveyard Book*</u></b> *assessed</p> <p>Students complete the study of The Graveyard Book as a means of working on their reading skills in particular analytical writing.</p> <p>Focus on reading skills, with key vocabulary and close analysis of writers' techniques, influences and style.</p> <p>Looking at structures and patterns within a text. Selecting evidence from a whole text to support comments. Identifying how a writer achieves effects and how we as an audience can make judgements on characters and their actions.</p> <p>A range of empathic and creative responses allows personal engagement.</p> <p><b>Assessment:</b> Essay style Analytical piece.</p>	<ul style="list-style-type: none"> <li>● Improve reading skills and key vocabulary</li> <li>● Analysis of writing techniques, influences and styles</li> <li>● Providing supporting evidence</li> <li>● Analysis of structural features</li> </ul>
Unit 3	<p><b><u>Introduction to Poetry</u></b></p> <p>Reading a range of poems, both contemporary and older. Using correct and accurate terminology to describe and analyse poetic devices and effects.</p>	<ul style="list-style-type: none"> <li>● Appreciation of poems both contemporary and older</li> <li>● Can accurately describe and analyse poetic devices and effects</li> <li>● Understanding how poetry can be used to convey ideas and feelings</li> </ul>

	<p>Looking at conventions of different poetic forms. Creative writing in these forms.</p> <p>Understanding of how poetry can be used to convey ideas and feelings about society and our place in it.</p> <p>Learning and performing poems.</p>	
Unit 4	<p><b><u>Islands and Pirates</u></b></p> <p>Reading of Treasure Island to introduce them to 19<sup>th</sup> century fiction, practice of reading skills for comprehension, and then use a range of these ideas in their own piece of writing</p> <p>Exploration of genre conventions for own creative writing outcomes.</p> <p>Study of C19th language, including unfamiliar syntax and language.</p> <p>Planning and writing of focused, concise and analytical paragraphs and shorter answers to specific questions.</p> <p>Developing detail in analysis in response to directed questioning.</p> <p><b>Assessment:</b> Reading test and Writing test in the scheduled exams</p>	<ul style="list-style-type: none"> <li>● Practice reading skills</li> <li>● Comprehension</li> <li>● Concise and analytical writing</li> </ul>
Unit 5	<p><b><u>Shakespeare's Comedies</u></b></p> <p>The study of A Midsummer Night's Dream which combines dramatic performance as well as an in depth study of the text.</p> <p>Close focus on Shakespeare's language and stylistic conventions of Comedies.</p>	

	<p>Language study to include form (Iambic pentameter/blank verse/rhyme/prose style)</p> <p>Project based approach to context study to develop independence and resilience, including research and presentation skills.</p> <p>Learning of lines and collaborating in groups to present a scene develops team-working and time-management skills.</p> <p>Public performance skills to develop self-confidence.</p> <p><b>Assessment:</b> Peer and self-assessment of performance</p>	
<p><b>How to support your son:</b> Support with weekly homework (set on Show my Homework) and with wider reading at home.</p> <p><b>Ensure pupils have the correct equipment:</b> Exercise Books, Library/reading book, Pen, Pencil, Ruler, Eraser</p> <p><b>Visit the faculty website</b> <i>for a weekly teaching schedule,online textbook, topic checklists, knowledge organisers, homework tasks and keywords lists</i></p>		

## Year 8 Curriculum

Year 8 begins with the study of the development of the English Language over time. There is a strong focus on vocabulary and the origins of language and students study a range of extracts from Beowulf and Chaucer to Shakespeare. Students then study The Book Thief to develop their close reading skills and the valuable opportunity to complete a challenging text. Next, a Creative writing unit allows students to practise their skills in crafting texts, with a focus on the natural world and environment. This is then followed by a study of Victorian short stories, with a focus on independent project work and contextual research as well as reading more challenging texts. Students then complete a unit on Non-fiction, in particular newspapers and the print media, where they will develop skills in analysis and writing skills. Finally, students complete a SOW examining Heroes and Villains as a means of developing their understanding of how Shakespeare used language to craft characters and how these character types are used in more modern texts. We feel that this mixture of texts and genres prepares students well for the challenge of GCSE's with a taste of modern literature, Shakespeare, 19<sup>th</sup> century literature and a study of language without it losing an air of discovery.

**Assessment** Students are assessed in the 3<sup>rd</sup> and 4<sup>th</sup> terms and complete 2 exams in term 5. Students complete a research project in term 4 to develop their non-fiction reading, note taking and presentation skills and will complete weekly skills tests in lessons as a means of low stake testing

Timeline	Content and assessments	Skills/ Keywords
Term 1	<p><b><u>Language Detectives</u></b></p> <p>The study of the development of the English Language over time. There is a strong focus on vocabulary and the origins of language and students study a range of extracts from Beowulf and Chaucer to Shakespeare.</p> <p>This unit is aimed at developing understanding of the origins of, and influences on, our modern English Language. Students explore significant historical and social influences that have shaped how we speak and write today through analysis of Old English, Middle English and Early Modern English. Study of extracts from major texts and significant authors along this timeline, including: Beowulf, Chaucer's Canterbury tales, Shakespeare's Seven Ages of Man.</p>	<ul style="list-style-type: none"> <li>● Focus on Vocabulary</li> <li>● Understanding origins and influences on our modern English language</li> <li>● Old English/middle English and Early Modern English (Beowulf/Chaucer/Shakespeare)</li> <li>● Root Words/Prefixes/Suffixes</li> <li>● Awareness of varied cultural influences on our modern language</li> <li>● Writing for an audience -Accents/dialects/slang -</li> </ul>

	<p>Understanding of British literary heritage and our place in its progress.</p> <p>Explicit teaching of vocabulary, based on an exploratory approach of looking at root-words, prefixes, suffixes, Italianate and Anglo-Saxon and loan words. Awareness of varied cultural influences on our modern language.</p> <p>Work on the importance of Standard English, with study of accent, dialect and slang and work on writing in different registers for different audiences and purposes. Essential skills for expression and manipulation of audience.</p> <p><b>Assessment:</b> writing for audience and purpose</p>	
Term 2	<p><b><u>Pity of War/The Book Thief*</u></b> *assessment</p> <p>The Book Thief provides students with access to an unusual narrative voice and unusual plot structure to prepare them for these features in 19<sup>th</sup> century texts.</p> <p>A good level of challenge to provide a sense of achievement and resilience in reading a longer text</p> <p>The unit focuses reading skills through comprehension and empathic skills.</p> <p>There are opportunities for learning new vocabulary, relating it explicitly to known vocabulary.</p> <p>Students are taught to make inferences by referring to evidence in the text and reading critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure presents meaning, studying setting, plot, and characterisation, and the effects of these on the reader</p> <p><b>Assessment: essay style analysis of character through language.</b></p>	<ul style="list-style-type: none"> <li>● Challenging read to provide sense of achievement and resilience</li> <li>● Focus on reading skills through comprehension</li> <li>● More preparation for C19th texts</li> </ul>

<p>Term 3</p>	<p><b><u>Creative Writing</u></b></p> <p>This unit provides an opportunity for KS3 students to explore the natural symbols that form the foundation of our culture, drawing on stories, myths, poetry and legends spanning millennia to help inform their own creative writing.</p> <p>Each week takes a different theme, considering a natural feature which has been a touchstone cultural symbol since the earliest beginnings of Western culture: trees, forests, oceans, mountains and deserts. Students will engage in a range of creative tasks, culminating in a creative writing task.</p> <p>The unit will draw on the imagery of the natural world to inspire and stimulate creative writing in a variety of forms and styles. There will be at least one written piece per week with a longer task in the final week. Key skills of creating description/structuring a narrative using devices and vocabulary choices for effect.</p> <p><b>Assessment:</b> Self and peer assessment of writing with improvements.</p>	
<p>Term 4</p>	<p><b><u>Victorian Short Stories</u></b></p> <p>This study of Victorian short stories, with a focus on independent project work and contextual research as well as reading more challenging texts.</p> <p>Pupils read a range of Victorian Literature, with a focus on short stories of this time</p> <p>The study of context and its relevance in shaping texts will be of key focus. Ideas of scientific, industrial and philosophical progress shaping the Victorian era. Opportunities to link this to how this era shaped, established or is different to our values today.</p>	<ul style="list-style-type: none"> <li>● Independent project work and research</li> <li>● Reading more challenging texts</li> <li>● Vocabulary and syntax of the period</li> <li>● Develop maturity and range of own writing</li> </ul>

	<p>Independent research work to develop inquiry, organisational and presentation skills.</p> <p>Closer reading will study the different vocabulary and syntax which defines this time period. Pupils should be taught to confidently use anachronistic, dated and archaic lexis, including scientific and philosophical language.</p> <p>The study texts will be used as a platform to develop the complexity, maturity and range of their own writing, culminating in a creative piece and commentary in the style of the chosen writer.</p>	
Term 5	<p><b><u>Here and Now*</u></b></p> <p>In this unit pupils will consider how the Media around them shapes their understanding of current events and the world around them. They should consider the issues of bias and how different media organisations may have different agendas in how they report the news.</p> <p>The ability to question the Media and to draw their own conclusions and opinions will be essential.</p> <p>They will read and respond to newspaper texts, understanding how they are structured and organised, commenting on how writer's use language to convey attitudes and viewpoints. Taught to understand the style and purpose of newspapers and the conventions of how articles are written.</p> <p>Pupils will compare the presentation of different news coverage of the same item, considering what has shaped the different viewpoints.</p> <p>Use the conventions of newspaper reports in own writing</p>	<ul style="list-style-type: none"> <li>● develop skills in analysis and writing skills</li> <li>● How media shapes our understanding</li> <li>● Bias and agenda reporting</li> <li>● Questioning and drawing own conclusions</li> <li>● Newspaper text - understanding how structured and how writers use language and style to convey message</li> <li>● Comparing media coverage of same item</li> </ul>

	<p>They will also write in a journalistic style, using real events and literature as a stimulus.</p> <p><b>Assessment: Reading and writing test for KS3 exams</b></p>	
<p>Term 6</p>	<p><b><u>Heroes and Villains</u></b></p> <p>This scheme of work is aimed at developing student's understanding of the archetypal characters of hero and villain. This will focus initially on Shakespeare's use of these archetypal characters but should also include opportunities to explore where these archetypes come from and how they have been adapted by more contemporary writers.</p> <p>Tasks are aimed at developing students' understanding of how language can be used for a range of purposes particularly: to create humour, to manipulate, and to establish character.</p> <p>A study of how protagonist and antagonist enable narrative will be considered and pupils will create their own heroes and villains. The scheme will culminate in the pupils writing a narrative short story using the ideas and conventions studied.</p>	
<p><b>How to support your son:</b> Support with weekly homework (set on Show my Homework) and with wider reading at home.  <b>Ensure pupils have the correct equipment:</b> Exercise Books, Library / reading book, Pen, Pencil, Ruler, Eraser</p> <p><b>Visit the faculty website</b> <i>for a weekly teaching schedule, online textbook, topic checklists, knowledge organisers, homework tasks and keywords lists</i></p>		

## Year 9 Curriculum

Year 9 begins with the study of the Gothic genre as a means of introducing students to some of the complex ideas found in 19<sup>th</sup> century literature and also developing their understanding of writing style. Students study a range of texts ,then work to demonstrate their understanding of this through their own creative writing. Students are given time to plan, draft and redraft their work to develop these skills. Then we study Of Mice and Men to develop their close reading skills, ability to apply context and examine a writer’s use of language and structure, followed by . Romeo and Juliet is read as a whole text to further familiarise students with Shakespeare’s style and ensure they have had a good grounding in his language to prepare for GCSE. Students then study a range of Science Fiction and Dystopian texts to develop their understanding of genre. Finally, students study a SOW focused on speeches and writing speeches grounded in rhetoric to develop their speaking and listening skills as well as their non-fiction writing and analytical skills.

Students are assessed in the first and third terms and then complete 2 exams in term 5. Students complete a research project in term 5 to develop their non-fiction reading, note taking and presentation skills.

Timeline	Content and assessments	Skills/ Keywords
Unit 1	<p><b><u>Gothic</u></b></p> <p>This module will focus on developing students’ understanding of genre conventions and social and historical contextual influences on the genre. Students will read poetry, novel extracts and short stories to develop an understanding of the genre in different form</p> <p>Students will practice identifying author’s intention and how authorial methods are used to convey these intentions, empathising with character and writer’s ideas The identification and analysis of literary technique and the associated effects in central.</p> <p>Students will begin to use genre conventions to adapt their style of writing and practice planning and redrafting work in order to craft their writing.</p>	<ul style="list-style-type: none"> <li>● Complex ideas found in C19th literature</li> <li>● Social and historical context</li> <li>● Identifying structural and language devices</li> <li>● Identifying and understanding the authors intention</li> <li>● Demonstrating through own creative writing</li> <li>● Crafting writing skills - Planning and redrafting work</li> </ul>

<p>Unit 2</p>	<p><b><u>American Fiction (Of Mice and Men)</u></b></p> <p>Through the reading of Of Mice and Men, the tasks are aimed at the development of skills assessed in the new language paper 1 – comprehension, selecting quotation to support an idea, analysis of language and structure and evaluation of arguments. Focus on aspects of the literature specification, specifically looking at the development of characters and applying an understanding of context. The aim is to co-teach the skills for both papers from KS3 so that students begin to see the cross over.</p> <p>Working to develop an understanding of narrative structure/ descriptive language/symbolism/Structure/ Zooming in, exposition, motif</p> <p>To consider the effect of structural elements on the reader.</p> <p>To be able to make links between events in the novella and practice close reading of an extract</p> <p>Making connections between the text and its context.</p> <p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>● focus on race, disability, gender and prejudices in America in the 1930's</li> <li>● Development close reading skills</li> <li>● Ability to apply context and examine a writer's use of language and structure</li> </ul> <p>Development of those skills required for new language paper; comprehension, analysis, argument</p> <ul style="list-style-type: none"> <li>● Development of characters</li> <li>● Understanding of narrative/language /symbolism/structure</li> <li>● Connections between text and context</li> </ul>
<p>Unit 3</p>	<p><b><u>Shakespeare (Romeo and Juliet)</u></b></p> <p>To explore the language, form, plot, themes, characters and dramatic impact of Shakespearean Tragedy, through reading of Romeo and Juliet</p> <p>Explore the development of the story and characters in the play. Extend their understanding of literary heritage by relating major writers to their historical context, and explaining their appeal over time.</p> <p>Investigate the origins of Tragedy through extracts from R&amp;J and other tragic plays.</p>	<ul style="list-style-type: none"> <li>● (some) Religious beliefs and ideas about love, morality, duty, honour, loyalty and family.</li> <li>● Development of story and characters</li> <li>● Key speeches and identify the impact on readers</li> <li>● Moral and Social expectations of a modern audience and an Elizabethan audience</li> <li>● Origins of Tragedy (not exclusive to R and J)</li> </ul>

	<p>Track themes and motifs, to study tragic form and conventional structure.          Select key speeches and identify the impact on readers.          Compare moral and social expectations of a modern and Elizabethan audience          Annotation of passage to demonstrate understanding of character and theme</p> <p><b>Assessment:</b></p>	
Unit 4	<p><b><u>Other Worlds</u></b></p> <p>Unit introduces pupils to key principles and preoccupations of science-fiction writing, allowing them to comment on writers' visions of imagined otherworldly or alien spaces and the use of these as a platform for projecting and exploring contemporary fears and desires.</p> <p>Pupils will read a variety of classic science-fiction prose, developing their knowledge of the genre, as well as engaging in a creative task designed to allow them to engage with the central principle of sci-fi writing by creating a flawed, dystopian society.</p> <p>Independent project work to promote independence, time-management, research and presentation skills.</p> <p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>● Studying Sci-Fi and Dystopia - students look at key issues facing the world today and consider the moral imperative to prevent these.</li> <li>● Develop a knowledge of genre</li> <li>● Independent Project Works – promoting independence/time management/ Research and Presentation Skills</li> </ul>
Unit 5	<p><b><u>Soap Box</u></b></p> <p>This unit aims to give pupils a deep introduction to persuasive language by looking at rhetorical devices and applying these in a modern political context, using George Orwell's 'Animal Farm' as a</p>	<ul style="list-style-type: none"> <li>● Persuasive language</li> <li>● Principles of rhetoric (appeals/persuasive devices and approaches)</li> <li>● Development of non-fictional reading</li> </ul>

	<p>springboard. Pupils are expected to understand how and when to use a wide range of rhetorical devices, depending on their individual aims.</p> <p>Pupils are introduced to the basic principles of rhetoric, including the three rhetorical appeals, a range of persuasive devices and approaches. They will look at a range of speeches from Shakespeare to Martin Luther King and consider how other people present their views and then practice presenting their own.</p> <p>Pupils will then apply their rhetorical knowledge and create their own speeches, based on the theme of revolution.</p> <p><b>Assessment:</b> The assessment will be based on delivering a speech to the class with brief notes only. A written copy of the full speech will also be marked for evidence of writing skills</p>	<ul style="list-style-type: none"> <li>● Research/note taking skills</li> <li>● Presentation skills</li> <li>● Public speaking</li> </ul>
<p><b>How to support your son:</b> Support with weekly homework (set on Show my Homework) and with wider reading at home.  <b>Ensure pupils have the correct equipment:</b> Exercise Books, Library/reading book, Pen, Pencil, Ruler, Eraser  <b>Visit the faculty website</b> for a weekly teaching schedule, online textbook, topic checklists, knowledge organisers, homework tasks and keywords lists</p>		