

<b>KS3 English Curriculum Overview</b>	<b>Links to KS4</b>		Our KS3 curriculum builds on subject-specific learning at KS2 whilst also looking ahead to the knowledge and skills required for robust GCSE study. As with KS4, we embed and encourage the the study of poetry, non-fiction, fictionand dramatic texts to ensure that KS3 pupils build on their love for literature and reading widely. Moving away from the more literal explorations of language present across the primary English curriculum, our courses require KS3 students to consider language in terms of its figurative meaning, enabling them to broaden their interpretive skills. We also continue to support students with the writing skills required at KS4 through structured responses, creative tasks and extended essay-writing linked closely to central characters and themes. Students are encouraged to build on their vocabulary and awareness of techniques and definitions within the classroom environment and via weekly literacy lessons and homework tasks. Spelling, grammar, punctuation remains another key focus as we support students with their ability to apply these skills accurately, precisely and for effect in their own writing.						
	<b>Intent</b>	<b>Statement of Intent</b>	Our KS3 curriculum is designed to inform, inspire and engage all pupils through purposeful and timely exposure to a diverse and rich ange of texts, fictional perspectives and authorial styles. Our sequential curriculum endorses pupils' love of reading and helps them to develop their writing and oracy skills. The overarching aims for our KS3 curriculum centre around pupils building on their ability to empathise, enquire and make assured inferences about characters, themes and plot. Development of creative, structured and extended written responses are also a vital part of our curriculum, allowing students to express ideas and opinions in their own non-fiction writing, and to bolster a deeper understanding of genre and conventions through essay writing.						
		<b>Timeline</b>	<b>Term 1 - 7 Weeks</b>	<b>Term 2 - 7 Weeks</b>	<b>Term 3 - 7 Weeks</b>	<b>Term 4 - 6 Weeks</b>	<b>Term 5 - 5 Weeks</b>	<b>Term 6 - 6 Weeks</b>	
		<b>Year 7 Overview</b>	The Year 7 curriculum aims to facilitate and nurture pupils' love and enjoyment of reading. Students explore, discuss and begin to analyse a range of genres: prose fiction, selected poetry, a Shakesperean play and a wide range of non-fiction texts. Each unit ensures students can build on the comprehension and inference skills relevant to aspects of their English studies at KS2. Units require pupils to focus on personal interpretations and opinions linked to the meaning of texts and to progress with the accuracy of their written work through regular creative tasks. The Year 7 curriculum is also designed to encourage empathy, confidence and the valueable exploration of different cultures, identities and life experiences.						
		<b>SOW</b>	<b>WRITING - AUTOBIOGRAPHY (7 weeks)</b>	<b>NOVEL - CIRQUE DU FREAK (7 weeks)</b>	<b>NOVEL - CIRQUE DU FREAK (6 weeks)</b>	<b>S&amp;L - FINDING MY VOICE (6 weeks)</b>	<b>DRAMA - SHAKESPEARE (THE TEMPEST) (5 weeks)</b>	<b>POETRY (BIG IDEAS) (6 weeks)</b>	
		<b>Assessment</b>	Autobiographical piece on a significant moment	Comprehension, inference and terminology reading test (based on chapters 9 and 17)	Essay on the relationship between two characters in the novel	Speech + follow-up questions on a topic of choice	Creative writing response linked to key themes/ideas in the play and unseen response to an extract - END OF YEAR EXAM	Writing a poem and creating a commentary based on their creative piece	
		<b>Unit Focus</b>	In this unit, pupils will study a range of diverse perspectives through autobiographical extracts (e.g. Beryl Gilroy, Malala Yousafzai, Usain Bolt). Pupils will develop their appreciation for a range of voices and experiences and learn about the ways in which writers convey emotion, create impressions of characters and setting, and build detailed accounts of significant memories. Students will be encouraged to reflect on their own identity and life experiences, ultimately structuring a short piece of autobiographical writing, demonstrating the skills aquired across the unit as a whole.	In this unit, pupils will develop their reading skills (e.g. comprehension, inference, analysis of language). They will develop an understanding of the novel's social and historical context, narrative perspectives, character thoughts and feelings, descriptive devices, conventions of diary writing, word classes and writers' methods. At the end of the unit, they will be tested on their comprehension, inference and the writer's use of language.	In this unit, pupils will continue their study of the novel, focusing on character empathy and develop essay writing skills (e.g. how to give a personal response to a text, using quotations, developing points, analysing language and structuring paragraphs and their essay). In addition to this, pupils will continue to read a range of secondary materials that relate to the novel. At the end of the unit, pupils will demonstrate their reading skills by writing an essay, analysing how the relationship between two characters is presented at different points in the novel.	In this unit, pupils will develop their writing and speaking and listening skills. They will study non-fiction texts, looking at how writers convey their arguments and use language persuasively and apply this to their own writing. Pupils will then look at how speakers convey their arguments and use language persuasively and study the conventions of persuasive speeches, and how they're delivered effectively. In addition to this, pupils will read a range of fiction and non-fiction texts linked to the unit. Pupils will be assessed on their ability to write effectively to promote a point of view and and deliver a persuasive speech and respond to questions.	In this unit, pupils will learn about the life and times of William Shakespeare and study the story of The Tempest. They will develop key reading skills by studying key extracts from the play and be given opportunities to demonstrate their understanding in a range of creative ways (narrative writing, descriptive writing, writing a playscript, newspaper articles, etc.). In addition to this, they will study a range of fiction and non-fiction texts linked to the themes and ideas in the play. At the end of the unit, pupils will present their research into the life and times of William Shakespeare. They will sit and exam which will test their ability to write creatively and understand and analyse an unseen text.	In this unit, pupils will study a range of poems and perspectives, exploring the poets' use of language, form and structure in relation to how meaning is shaped. They will be given opportunities during the unit to apply this understanding by writing their own poetry and, at the end of the unit, pupils will write their own poem, followed by a commentary which will explain their language and structural choices. They evaluate the strengths and weaknesses of their poem and reflect on the links between their own work and that of the authors studied. In addition to this, they will study a range of fiction and non-fiction texts linked to the poetry covered.	
		<b>Implementation (Year 7)</b>							

		Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
		<p><b>Year 8 Overview</b></p> <p>With a love of reading at the centre of the Year 8 curriculum, a wide range of texts types are explored and analysed. Pupils are supported in their development of close reading skills, inference and comprehension and fine-tune their ability to write extended responses in relation to characters and themes. Pupils will identify, comment on and compare the language used by authors to create impressions or effects on readers and audiences. Broadening pupils' cultural capital is also central to this group's curriculum and is embedded within the learning. Year 8 continue to read, discuss and evaluate a range of texts that relate to important contemporary issues and current affairs. Literacy is a cornerstone of the Year 8 curriculum and pupils develop SPaG in core and literacy lessons on a weekly basis.</p>						
Implementation (Year 8)		SOW	DRAMA - OUR DAY OUT (7 weeks)	WRITING - GOTHIC (7 weeks)	NOVEL - GHOST BOYS (8 weeks)	POETRY (BIG VOICES) (4 weeks)	NON-FICTION - INFLUENCERS (5 weeks)	DRAMA - SHAKESPEARE (MACBETH) (6 weeks)
		Assessment	Essay on how a character is presented and a drama performance in role as a character	Gothic short story	Essay on how the theme of family and friendship is presented in the novel	Essay on one of the poems studied (Blessing)	Non-fiction response linked to review writing - END OF YEAR EXAM	N/A
		Unit Focus	In this unit, pupils will develop key reading skills (e.g. comprehension, inference, analysis of language). They will develop an understanding of the novel's social and historical context and important terminology. They will show an understanding of context and apply this to the events in the play in order to develop an understanding of the play's events and characters. For the mid-term assessment, pupils will be assessed on their ability to show a good understanding of the characters, events and ideas in the play, make clear inferences and analyse language. Pupils will develop their vocabulary in order to be able to develop an opinion and interpretation of the text/characters. At the end of the unit, pupils will demonstrate their understanding by writing a script and performing in role as a character in the play.	In this unit, pupils will study a range of Gothic extracts and learn the conventions of Gothic fiction. They will study how writers create characters, setting, atmosphere, suspense and show not tell, and apply this to their own writing at different points in the unit. Pupils will learn how to structure a Gothic story. Pupils will also learn how to use punctuation, sentences, vocabulary and language techniques effectively to create effects. At the end of the unit, pupils will be assessed on their ability to plan and write their own engaging Gothic story, demonstrating an awareness of the conventions and tropes of the genre.	In this unit, pupils will develop key reading skills through the study of the Ghost Boys. Pupils will learn about the novel's social and historical context, and will explore how characters and family are presented and the importance of characters in the text and the methods used by the writer to create impressions of different characters and their relationships. In addition to this, pupils will study a range of fiction and non-fiction texts linked to the themes and ideas in the novel. At the end of the novel, pupils will how to structure an essay and analyse how the writer presents the theme of family and friendship at different points in the novel.	Pupils will study a diverse range of voices across a series of selected poems. They will develop an understanding of different perspectives and the poems' social and historical contexts. They will learn key terminology and analyse how writers use language, structure and form to create meaning. They will be given opportunities to write their own poems about cultures and traditions. Pupils will learn how to analyse poems and communicate their understanding and interpretations effectively. At the end of the unit, pupils will write an essay on a key theme in Blessing.	In this unit, pupils will build on their awareness of the ways in which language is used to influence readers. They will study a range of newspaper articles, interviews, speeches and viral media sources, exploring how writers and social influencers reach target audiences and achieve different purposes. The unit also requires that students reflect on the way bias and fake news can be present in modern society and in the language we consume day-to-day. They will also develop their non-fiction writing, focusing on purpose, audience, format and formality.	The study of Shakespeare's 'Macbeth' supports pupils with their close reading skills and their ability to write clearly in response to questions based on plot and themes. The unit also includes the exploration of a range of film adaptations, to support students with their ability to appreciate the play 'live and on stage'. Throughout the unit pupils study a range of key extracts taken directly from 'Macbeth' and explore how central characters are presented to the audience. They will develop their ability to explore Shakespeare's language and study the techniques and devices used by the playwright at key dramatic moments. At the end of the unit pupils complete a creative research project linked to the life and times of the famous author.

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				<b>Year 9 Overview</b>	Year 9 study a breadth of literature, moving toward the level of reading, writing, speaking and listening skills required at GCSE. Units cover seminal novels, plays, poetry and thought-provoking non-fiction texts, where students interrogate and respond to issues linked to topics such as climate change, politics, class, gender, bias and racism. Pupils are closely supported with the development of their extended, analytical essay writing and their ability to infer meaning from texts with confidence and independence. Year 9 will also select and use textual evidence to support their views and ideas about characters and themes. The development of ambitious vocabulary, secure grammar, punctuation and accurate spelling are built into Year 9's weekly learning.			
SOW	WRITING - DYSTOPIAN FICTION			NOVEL - ANIMAL FARM	POETRY (BIG THEMES - WOMEN)	NON-FICTION READING AND WRITING - 21ST CENTURY TEENS	DRAMA - A VIEW FROM THE BRIDGE	DRAMA - SHAKESPEARE'S VILLAINS
Implementation (Year 9)		Assessment	Dystopian Short Story or Opening of a Short Story	Essay based on a central theme	Comparison essay, analysing how women are presented in two poems	Non-fiction writing task (lively article) - END OF YEAR EXAM	Speaking and listening - drama performance in role as a character	N/A
		Unit Focus	In this unit, pupils will study a range of challenging dystopian fiction texts (e.g. 1984, The Outrage). They will develop an understanding of the conventions of the genre and look closely at how writers create settings, characters and dystopian worlds/societies. In addition to this, pupils will study a range of fiction and non-fiction texts linked to themes and ideas in the stories (from the past and in the present day). They will also analyse how this is done in a media text and complete creative writing responses linked to the short film. Pupils will also learn how to use punctuation, sentences, vocabulary and language techniques effectively to create effects. At the end of the unit, pupils will be assessed on their ability to plan and write their own engaging dystopian story.	Linking with work completed on the dystopian genre in the writing unit from Term 1, pupils will develop reading skills through the exploration George Orwell's seminal dystopian novel: Animal Farm. They will learn about the novel's social, political and historical context and study a range of secondary texts (in class and for homework) linked to the novel's overarching background and themes. They will explore how significant characters and themes are presented and how the writer uses language to highlight issues and create meaning. Pupils develop an understanding of how to craft and write academic essays, presenting their own interpretation of characters, language and context. At the end of the unit, they will write an essay exploring a central theme, linking their ideas and interpretations to the novel's wider context.	In this unit, pupils will study a collection of poetry from the 18th, 19th and 20th Century, exploring how women are presented in the poems. They will learn about the poem's social and historical contexts and develop an understanding of how poets use language, form and structure to create meaning and learn a range of poetic techniques. Pupils will develop essay writing skills, learning how to structure a response to two poems and explore comparisons. At the end of the unit, pupils will write an essay comparing how women are presented in A Woman to her Lover and Cousin Kate.	Pupils will study a range of non-fiction text-types (including blogs, formal letters, guides, as well as lively and formal articles) which affect the lives of 21st Century teenagers. These include: young people's right to vote, image, mental health, technology, resilience and identify and the wider world. Pupils will explore how writers achieve different purposes (to promote a point of view, advise, etc.) and how they use language to achieve different purposes. Pupils will then apply this to their own writing where they'll be given opportunities to write for a range of different purposes and audiences and in different styles. At the end of the year, pupils will write a lively article for a specific purpose and audience.	In this unit, pupils will develop key reading skills and essay writing skills. They will learn about the play's social and historical context and study a range of texts (in class and for homework) linked to the novel's themes. Pupils will learn about key conventions of drama texts and explore how characters and relationships are presented at different points in the play. Pupils will write a response to an extract, analysing how Miller uses language to create meaning for an audience. Pupils will use their understanding of the plot, characters and conventions of a playscript to write a scene featuring the characters in the play. At the end of the unit, pupils will be assessed on their ability to perform in role and a character in the play.	In this unit, pupils will study the figure of 'the villain' in a selection of Shakespeare's plays. This will be done via reading of key extracts (Richard III, Othello, Cymbeline and Romeo and Juliet). Pupils will develop a greater, more in-depth knowledge of Shakespeare's use of language, form and structure (e.g. imagery, oxymoron, prose, verse, etc.) and analyse how meaning is created in relation to key villains. Pupils will read selected extracts (in class and for homework) which link with the themes and ideas Shakespeare often used in relation to key characters.
		Topic Texts	Pupils will study a range of fiction and non-fiction texts linked to the central themes and ideas explored in the unit.	Pupils will study a range of fiction and non-fiction texts linked to the central themes and ideas explored in the unit.	Pupils will study a range of fiction and non-fiction texts linked to the central themes and ideas explored in the unit.	Pupils will study a range of fiction and non-fiction texts linked to the central themes and ideas explored in the unit.	Pupils will study a range of fiction and non-fiction texts linked to the central themes and ideas explored in the unit.	Pupils will study a range of fiction and non-fiction texts linked to the central themes and ideas explored in the unit.
Impact		Year Tracking	Tracking 1 = Term 2		Tracking 2 = Term 4		Tracking 3 = Term 6	
		Literacy and Numeracy links	As outlined in the overview for each of our KS3 English cohorts, literacy is an essential part of our curriculum and, moreover, the academic and personal development of our students. Weekly literacy lessons, in-class reading and vocabulary homework are all embedded within the units we delivery and help pupils build on highly transferable literacy skill required in all subject areas. Numeracy is also embedded within the English curriculum through exploration of dates, timelines, statistics and numerical facts relating to the wider contexts of novels, poems and non-fiction texts. Through our guided reading, we also encourage pupils to skim and scan chronologically and segment texts with a focus on ordering and structuring, as you would with a worded numeracy question.					
		How It Is Used / Skills Set Developed / Outcomes	Our KS3 English curriculum has been carefully designed to ensure that all students are able to gain a broader understanding of the world outside of the set texts. Diversity and a breadth of perspectives are present across units in order to underpin this focus on cultural capital and our students building a sense of empathy for different experiences and voices within society. Additionally, the ongoing development of reading skills (comprehension, inference, reading for meaning and introduction to analysis of language, form and structure) ensures that pupils are also able to demonstrate deliberate stylistic choices in their own writing.					
		Links to Higher Education	Our curriculum looks ahead to skills required at Higher Education through the encouragement of robust reading skills across a wide range of academic and seminal texts types. The KS3 curriculum also develops critical and analytical thinking which is essential to further education and the level of reflective exploration required when studying both language and literature. Spelling, punctuation and secure grammar are also intrinsically linked to higher level studies and are required for applications to college courses, A Level study and university.					
		Careers in the Curriculum	English, as a core subject, is highly transferrable and is required for every job pupils will apply for in their future. We encourage students to take an active role in their own writing and their ability to express themselves through a range of mediums. Some of the work completed with us as KS3 has links to the knowledge and skills required for careers in journalism, reporting, law, politics, publishing, marketing and social media. Furthermore, we do encourage students to think of themselves as writers and authors and reflective thinkers, who want to be a part of collaborative discussion and wider social dialogue: skills that will support students with any professional pathway they wish to take.					

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