

English at Key Stage 3 (Years 7-9)

We are passionate about students enjoying English and reading. Students will read and interact with interesting texts from a variety of time periods, learn about different genres, styles and contexts. They will have opportunities to be creative and imaginative with their own writing, and practise expressing their opinions in a variety of ways.

The content and themes we have chosen to study enables students to develop an understanding of how writers use language and structure to create meaning and provides them with the tools they need to be able to comment on how texts make them think and feel. This will allow students to develop their ability to manipulate their own language and structural features, in order to communicate powerfully in both speech and written work. It is also important that the themes and texts we study increase in maturity to give students the opportunity to discuss and analyse stories and voices that relate to the real world and how we interpret it.

Students study a range of core texts throughout Key Stage 3. We teach these texts with a thematic approach, linking them to other fiction and non-fiction extracts to widen their discussion and analysis of stories from our culture and history.

Key Stage 3 English Curriculum Overview

	Terms 1-2	Terms 3-4	Terms 5-6
Year 7	Describing Worlds <i></i>	The Art of Storytelling <i>A Monster Calls</i>	Love Through Time <i>Romeo and Juliet</i>
Year 8	Gothic Fears <i>Dracula</i>	War and Conflict <i>The Bone Sparrow</i>	Our Natural World
Year 9	Representation & Identity <i>Pigeon English</i>	Character and Genre <i>Shakespearean characters</i>	Empower and Inspire <i>various poems</i>

Year 7

<u>UNIT:</u>	1. Describing Worlds	2. The Art of Storytelling	3. Love Through Time
Big Question	How do writers use language to create setting?	Why do we tell stories?	How have attitudes to love changed over time?
Literature	No Strand 1	<p><i>A Monster Calls</i> - ASSESSED <u>LOs:</u> 1. To explain how stories and storytelling are presented. 2. To analyse the effects of writers' methods. Milestone: Explore how Ness uses metaphors to describe the monster. Final: Explore how Ness presents the monster as a good storyteller.</p>	<p><i>Romeo and Juliet</i> - ASSESSED <u>LOs:</u> 1. To explore how Shakespeare presents love to his audience. 2. To link relevant contextual information to the plot of the play . Milestone: How does Shakespeare present love in these extracts? Final: How does Shakespeare present commitment in Act 4, Scene 1 and elsewhere in the play?</p>
Language / Extracts	<p><u>Our World</u> – NOT ASSESSED (descriptive non-fiction writing) <u>LOs:</u> 1. To understand, identify and employ a range of appropriate language and structural techniques in creative writing. 2. To be able to produce interesting creative writing that conveys a viewpoint.</p>	<p><u>Exploring Short Stories</u> - NOT ASSESSED <u>LOs:</u> 1. To understand the different purposes of telling stories. 2. To analyse how writers tell stories in different ways.</p>	<p><u>Love Through Time</u> - ASSESSED <u>LOs:</u> 1.To identify how the presentation of love in texts has changed over time. To compare how love is presented in a range of texts. Milestone: Compare how attitudes to love are presented in <i>On Monsieur's Departure</i> and <i>i wanna be yours</i>. Final: Compare how attitudes to love are presented in <i>The Orange</i> and <i>Remember</i>.</p>
Writing	<p><u>Imaginary Worlds</u> - ASSESSED (descriptive fiction writing) <u>LOs:</u> 1. To be able to use a range of descriptive language techniques successfully. 2. To be able to produce engaging and original creative writing. Milestone: Write a paragraph describing an imaginary world. Final: Write a full description of an imaginary world</p>	<p><u>Short Story Writing</u> - ASSESSED <u>LOs:</u> 1. To be able to structure a story for a specific purpose. 2. To employ a range of narrative techniques to engage the reader. Milestone: To write the first draft of a short story with a purpose. Final: To write the final draft of a short story with a purpose.</p>	<p><u>Stage Craft</u> – NOT ASSESSED <u>LOs:</u> 1.To understand different aspects of staging and be able to use stage craft terminology. 2.To create a staging design and be able to explain the intended effects of specific staging choices.</p>

Year 8

UNIT:	1. Gothic Fears	2. War and Conflict	3. Our Natural World
Big Question	How do Gothic writers explore our fear of the unknown?	How does our perspective and viewpoint affect the way we view war and conflict?	How do writers aim to broaden our empathy and understanding of our natural world?
Literature	<p><u>Dracula (the play adaptation)</u> - ASSESSED LOs: 1. To analyse how structural techniques create tension for an audience. 2. To evaluate Gothic characters in relation to relevant Victorian context.</p> <p>Milestone and Final Assessment Task: How does the writer use structural techniques to engage the audience?</p>	<p><u>The Bone Sparrow</u> - ASSESSED LOs: 1. To explore differing viewpoints and perspectives on war and its impacts. 2. To analyse how the writer uses narrative perspective to present different viewpoints on conflict and its effects.</p> <p>Milestone Assessment: How does Fraillon present the camp and Jimmie's perspective of it? Final Assessment: How does Fraillon present conflict and Subhi's perspective of this in Chapter 30?</p>	<p>No Strand 1 this term</p>
Language / Extracts	<p><u>Gothic Character Writing</u> - ASSESSED LOs: 1. To analyse the effect of writers' methods in characterisation. 2. To consider the writers' intentions in characterisation. 3. To craft writing that meets the conventions of the Gothic genre. 4. To be able to use foreshadowing in description.</p>	<p><u>Voices Affected by Conflict</u> - NOT ASSESSED LOs: 1. To explore differing viewpoints and perspectives of conflict and its impacts. 2. To analyse how the writer uses perspective to present different viewpoints of conflict and its effects.</p>	<p><u>Literature about our Living World</u> - NOT ASSESSED LOs: 1. To analyse how writers use language to broaden our empathy and perspectives on our natural world. 2. To understand how literature reflects ever changing perspectives on our natural world.</p>
Writing	<p>Milestone Assessment: Describe a Gothic character. Final Assessment: Write a Gothic description (setting and character) that uses foreshadowing.</p>	<p><u>Empathy Writing</u> - ASSESSED LOs: 1. To analyse how poets present ideas from a specific perspective. 2. To be able to write convincingly from another perspective and voice. Milestone: Opening of a letter inspired by <i>Dulce et Decorum Est</i>. Final: Full letter written from the perspective of a war character who has returned home.</p>	<p><u>Environmental Issues Speech Writing</u> - ASSESSED LOs: 1. To understand and analyse the effects of persuasive techniques. 2. To be able to use persuasive techniques in a speech. Milestone: Write one paragraph of a speech using AFOREST techniques. Final: Write a persuasive speech on an environmental issue.</p>

Year 9

UNIT:	1. Representation & Identity	2. Character & Genre	3. Writing to Empower & Inspire
Big Question	How do writers explore themes of identity and representation in the modern world?	What trends and patterns are used by writers to explore character and genre?	How do writers use language and characters to inspire and empower?
Literature	<p><u>Pigeon English</u> <u>LOs:</u> 1. To explore the themes of identity and representation within the context of modern British culture. 2. To be able to analyse how the writer uses language and structure to present differing viewpoints. Milestone: How does Kelman present the community that Harrison has joined? Final: How does Kelman present the life of a teenager in Pigeon English?</p>	<p><u>Shakespearean Characters</u> <u>LOs:</u> 1. To be able to identify different character types and typical traits of these. 2. To analyse characters as a writer's method and how they are used for specific purposes. Milestone: How does Shakespeare present the witches? (Macbeth: A1, Sc 3). Final: Compare how Shakespeare presents non-archetypal (not typical) Elizabethan women.</p>	<p><u>Run Rebel</u> <u>LO's</u> 1. To analyse the characterisation of young, inspirational characters. 2. To analyse the effect of the poetic form.</p>
Language	<p><u>Representation in the Media</u> <u>LOs:</u> 1.To analyse how factors of identity are represented across a range of media texts. 2.To understand how to write informatively and evaluatively. Milestone: Write an informative paragraph about the importance and impact of representation in the media, referring to an example we have studied. Final: Write an informative article about the importance and impact of representation in the media.</p>	<p><u>Genre Study</u> <u>LOs:</u> 1. To understand the typical features of a range of key genres. 2. To be able to identify genre conventions in unseen texts. 2. To evaluate how writers use genre conventions to create specific effects. Milestone: Evaluate how the writer creates mystery and tension in <i>The Adventure of the Speckled Band</i>. Final: Evaluate how the writer creates a threatening and dangerous world in <i>The Hunger Games</i>.</p>	<p><u>Inspirational Poetry</u> <u>LOs:</u> 1. To be able to explain the wider message behind a poem. 2. To explain and analyse how poetic techniques link to the poet's message. Milestone: How does the poem <i>Hope</i> by Emily Dickinson use poetic techniques to create an inspirational message? With marks for annotations. Final:</p>