

Key Stage 3 Subject Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Topics and content to be learnt		Topics and content to be learnt		Topics and content to be learnt		
Y7	<p><u>History of English & Literary Foundations</u></p> <p><u>Main texts:</u> Beowulf, Chaucer (Canterbury Tales), Shakespeare (Introduction; Macbeth, The Tempest, Romeo & Juliet)</p> <p><u>Subsidiary texts: non-fiction:</u> pilgrimage, Vikings, Sutton Hoo, visit to The Globe</p> <p><u>Writing:</u> Purpose: Describe, Inform, Explain Genre: Letter Diary, Blog</p> <p><u>Oracy:</u> Play script – History of English Language Shakespeare’s language</p>		<p><u>The Novel</u></p> <p><u>Main texts:</u> 1) 7L1, 7H1 Patrick Ness ‘A Monster Calls’ 2) 7L2,7L3 & 7H2,7H3 Darren Shan ‘Cirque du Freak’</p> <p><u>Subsidiary texts:</u> 1)<u>Non-fiction texts:</u> Crowhurst Yew (information), research biography, American language, Cancer research (leaflets), holistic medicine etc 2)<u>Non-fiction texts:</u> Book review, discursive texts, Freak shows posters, police report, spiders info. etc</p> <p><u>Writing:</u> 1) Informative, creative narrative (fable), 2) discursive, descriptive, diary</p> <p><u>Oracy:</u> reading aloud, paired feedback</p>		<p><u>Poetry</u></p> <p><u>Main texts:</u> LHEA Poetry Anthology: Introduction to poetic techniques</p> <p><u>Subsidiary texts:</u></p> <p><u>Writing:</u> Creative writing, poetry</p> <p><u>Oracy:</u> Learning poems off by heart Group reading</p>		<p><u>Exams & Speaking & Listening</u></p> <p><u>Exam Practice</u></p> <p><u>Oracy Project: Chocolate</u></p>
	<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p><u>Reading:</u> AO Identify & Interpret, Synthesise AO Textual Analysis AO Evaluate AO Compare</p> <p><u>Writing:</u> AO Content AO Organisation AO Technical Accuracy</p> <p><u>Oracy:</u> Talking <u>to</u> others Talking <u>with</u> other Talking within role play and drama</p>		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p><u>Reading:</u> AO Identify & Interpret, Synthesise AO Textual Analysis AO Evaluate AO Compare</p> <p><u>Writing:</u> AO Content AO Organisation AO Technical Accuracy</p> <p><u>Oracy:</u> Talking <u>to</u> others Talking <u>with</u> others</p>		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p><u>Reading:</u> AO Identify & Interpret, Synthesise AO Textual Analysis AO Evaluate AO Compare</p> <p><u>Writing:</u> AO Content AO Organisation AO Technical Accuracy</p> <p><u>Oracy:</u> Talking <u>to</u> others Talking <u>with</u> others Talking within role play and drama</p>		

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Y8	<p><u>The Novel</u></p> <p>Main texts: 1) 18th Century Anthology (LHEA) <i>Adventure</i>: JM Falkner, Alexandre Dumas, Robert Louis Stevenson <i>Education</i>: Dickens, Charlotte Bronte <i>Women</i>: Thomas Hardy <i>Detective Fiction</i>: Arthur Conan Doyle, Wilkie Collins, <i>Gothic</i>: Mary Shelley, Wilkie Collins, Bram Stoker, Emily Bronte</p> <p style="text-align: center;">2) Stone Cold (Robert Swindells)</p> <p>Subsidiary texts: non-fiction: 1) Suffragettes, Isabella Bird travels in USA, Robert Scott Antarctic diaries 2) Homeless Charity leaflet (Crisis at Christmas)</p> <p>Writing: Diary, Crimewatch report, advice, description</p> <p>Oracy: Crimewatch report</p>		<p><u>Shakespeare & The Play</u></p> <p>Main texts: The Tempest</p> <p>Subsidiary texts: non-fiction: Family stranded on an island, man shipwrecked, colonialism, Life at sea in C16th blog, https://www.newworldexploration.com/explorers- tales-blog/life-at-sea-in-the-16th-century https://goldenhind.co.uk/pages/history/life-onboard/84</p> <p>Writing: narrative, informative, newspaper article, play script</p> <p>Oracy: Play performance</p>		<p><u>Poetry</u></p> <p>Main texts: LHEA Anthology: Form & Function</p> <p>Subsidiary texts: non-fiction:</p> <p>Writing: Creative poetry</p> <p>Oracy: Performance of a poem by heart</p>		<p><u>Exams & Speaking & Listening</u></p> <p>Exam Practice</p> <p>Oracy Project: NBC</p>	
	<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p>Reading: AO Identify & Interpret, Synthesise AO Textual Analysis AO Evaluate AO Compare</p> <p>Writing: AO Content AO Organisation AO Technical Accuracy</p> <p>Oracy: Talking <u>to</u> others Talking <u>with</u> other Talking within role play and drama</p>		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p>Reading: AO Identify & Interpret, Synthesise AO Textual Analysis AO Evaluate AO Compare</p> <p>Writing: AO Content AO Organisation AO Technical Accuracy</p> <p>Oracy: Talking <u>to</u> others Talking <u>with</u> other Talking within role play and drama</p>		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p>Reading: AO Identify & Interpret, Synthesise AO Textual Analysis AO Evaluate AO Compare</p> <p>Writing: AO Content AO Organisation AO Technical Accuracy</p> <p>Oracy: Talking <u>to</u> others Talking <u>with</u> other Talking within role play and drama</p>			

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	The Novel		Serious Writing		Drama Study		Shakespeare Study		Poetry		Oracy:	
Y9	Main Texts: <i>Black Brother, Black Brother</i> by Jewell Parker Rhodes All classes to read the whole text.		Main Texts: <u>Newspapers:</u> Tabloid and Broadsheet newspapers and online news sources. Articles to be checked for suitability and students should be encouraged to bring in their own newspapers. Students are required to use the newspaper checklist bookmark to 'train' them in critical reading. <u>Letters:</u> Writing to complain, commend, advise and open letters		Main Texts: <i>Face: The play</i> by Zephaniah Students presented with a range of scenarios to discuss and role-play. Students will read and perform scenes in class and learning will be supported by extended reading and writing activities.		Main Texts: <i>Macbeth</i> and <i>Romeo and Juliet</i> MA students read the whole text; LA students read extracts and use dramatization to supplement scenes.		Main Texts: AQA 'Power and Conflict': 5 poems to be covered. Study the poems in the following order for support, access and challenge: 1. <i>Remains</i> 2. <i>London</i> 3. <i>Poppies</i> 4. <i>Checkin' out me history</i> 5. Teacher Choice		Presentation on a subject of students' choice End of Year assessment	
	Knowledge, skills and understanding explicit to these topics/stage Reading AO 1 – Read and understand the texts; use of quotation to illustrate points; AO 2 – The writer's methods, including plot, language, theme, character, structure and setting; AO 3 – Context and Ideas AO 4 - SPAG Writing AO 5 – Content and Organisation AO 6 – Technical Accuracy Speaking and Listening expresses challenging ideas / information / feelings using a range of vocabulary;		Knowledge, skills and understanding explicit to these topics/stage Reading AO1 - identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 - Evaluate texts critically and support this with appropriate textual references Speaking and Listening expresses challenging ideas / information / feelings using a range of vocabulary; listens to questions / feedback responding formally and in some detail		Knowledge, skills and understanding explicit to these topics/stage Reading AO 1 – Read and understand the texts; use of quotation to illustrate points; AO 2 – The writer's methods, including plot, language, theme, character, structure and setting; AO 3 – Context and Ideas AO 4 - SPAG Speaking and Listening expresses challenging ideas / information / feelings using a range of vocabulary; listens to questions / feedback responding formally and in some detail							

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