

Key Stage 3 Subject Curriculum Overview 2021-22

Y7	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	
	<p><u>Autobiography – Reading and Writing</u></p> <p>Main texts: The autobiography: A range of popular and current texts</p> <p>Reading: LHEA reading strategy; range of autobiographical and comparative texts</p> <p>Writing: Purpose: Describe, Inform, Explain Genre: autobiographical style</p> <p>Oracy: paired & class discussion,</p>	<p><u>'Island' – Writing</u></p> <p>Reading: LHEA reading strategy; extracts of travel genre and reportage</p> <p>Writing: sentence level work</p> <p>Oracy: paired, group & class discussion and presentation</p>	<p><u>The Novel Study - Reading</u></p> <p>Main texts: 1) Patrick Ness 'A Monster Calls' 2) Benjamin Zephaniah 'Windrush Child'</p> <p>Writing: creative, description</p> <p>Oracy: paired discussion</p>	<p><u>Poetry- Reading</u></p> <p>Main texts: LHEA Poetry Anthology of over 12 traditional poems</p> <p>Writing: Creative writing, poetry</p> <p>Oracy: Learning poems off by heart Paired & class discussion</p>	<p><u>English Literary Foundations – Reading</u></p> <p>Main texts:</p> <p>Reading: LHEA reading strategy; Beowulf, Chaucer, Shakespeare</p> <p>Subsidiary texts: history of English language extracts Genre: narrative/ play comparison</p> <p>Writing: Creative writing, poetry</p> <p>Oracy: Learning poems off by heart Paired & class discussion</p>	<p><u>EOY Assessments & Speaking & Listening</u></p> <p>Oracy project: Chocolate! Group & pair discussion and individual presentation</p>
<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p>Reading: Identify & Interpret, Synthesise Textual Analysis Evaluate Compare</p> <p>Writing: Content Organisation Technical Accuracy</p> <p>Oracy: 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>Reading: Identify & Interpret, Synthesise Textual Analysis Evaluate Compare</p> <p>Writing: Content Organisation Technical Accuracy</p> <p>Oracy: 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>Reading: Identify & Interpret, Synthesise Textual Analysis Evaluate Compare</p> <p>Writing: Content Organisation Technical Accuracy</p> <p>Oracy: Talking <u>to</u> others Talking <u>with</u> others</p>		

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Y8	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	
	<p><u>Short Stories</u> Main texts: Anthology of short stories Reading: LHEA reading strategy; 4 short stories by a range of 20th and 21st century writers Writing: Purpose: Describe, Inform, Explain, entertain, Genre: short stories Other skills: plan, draft Oracy: paired & class discussion</p>	<p><u>Novel</u> Main texts: Either: CIDNT Stone Cold Teacher's Dead Ghost Boys Reading: LHEA reading strategy Genre: narrative Subsidiary texts: various, contextual Writing: creative 1st person Persuasive Oracy: paired & class discussion</p>	<p><u>Poetry – Form & Function</u> Main texts: LHEA Poetry Anthology Subsidiary texts: various, contextual Writing: Creative writing, poetry Oracy: Learning poems off by heart Paired & class discussion</p>	<p><u>Shakespeare whole text</u> Main texts: Either: The Tempest Much Ado about Nothing Reading: LHEA reading strategy Genre: play conventions Subsidiary texts: various, contextual Writing: analytical only Oracy: paired & class discussion acting</p>	<p><u>Play</u> Main texts: TBC Reading: LHEA reading strategy Genre: play conventions Subsidiary texts: various, contextual Oracy: paired & class discussion acting</p>	<p><u>EOY Assessments & Speaking & Listening</u> Oracy project: Group & pair discussion and individual presentation</p>
<p><i>Knowledge, skills and understanding explicit to these topics/stage</i> Reading: Identify & Interpret, Synthesise Textual Analysis Evaluate Compare Writing: Content Organisation Technical Accuracy</p>		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i> Reading: Identify & Interpret, Synthesise Textual Analysis Evaluate Compare Writing: Content Organisation Technical Accuracy</p>		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i> Reading: Identify & Interpret, Synthesise Textual Analysis Evaluate Compare Writing: Content Organisation Technical Accuracy</p>		

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Year 9

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	
<p>Literature Focus: The Novel</p> <p>Main Texts:</p> <p><i>Black Brother, Black Brother</i> by Jewell Parker Rhodes.</p> <p>All classes to read the whole text.</p>	<p>Language Focus: 'Serious Writing'</p> <p>Main Texts:</p> <p><u>Menus:</u></p> <p>Food Writing and the power of language to persuade.</p> <p><u>Newspapers:</u></p> <p>Tabloid and Broadsheet newspapers and online news sources.</p> <p>Articles to be checked for suitability and students should be encouraged to bring in their own newspapers.</p> <p>Students are required to use the newspaper checklist bookmark to 'train' them in critical reading.</p> <p><u>Letters:</u></p> <p>Writing to complain, commend, advise and open letters</p>	<p>Literature Focus: Drama Study</p> <p>Main Texts:</p> <p><i>Face: The play</i> by Zephaniah</p> <p>Students presented with a range of scenarios to discuss and role-play.</p> <p>Students will read and perform scenes in class and learning will be supported by extended reading and writing activities.</p> <p>Extension:</p> <p><i>Face (prose)</i> by Zephaniah</p> <p>Students to notice the similarities and differences between playscripts and prose.</p>	<p>Literature Focus: Shakespeare Study</p> <p>Main Texts:</p> <p><i>Macbeth</i> or <i>Romeo and Juliet</i></p> <p>Most students read the whole text;</p> <p>Some students read extracts and use dramatization to supplement scenes.</p>	<p>Literature Focus: Poetry</p> <p>Main Texts:</p> <p>AQA 'Power and Conflict':</p> <p>5 poems to be covered. Study the poems in the following order for support, access and challenge:</p> <ol style="list-style-type: none"> 1. <i>Remains</i> 2. <i>London</i> 3. <i>Poppies</i> 4. <i>Checkin' out me history</i> 5. Teacher Choice 	<p>Language Focus: Oracy:</p> <p>Presentation on a Literature text/source/concept studied over the academic year</p> <p style="text-align: center;"><u>End of Year assessment</u></p>
<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p>Reading</p> <p>SKILL 1 – Read and understand the texts; use of quotation to illustrate points;</p>		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p>Reading</p> <p>SKILL1 - identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p>		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i></p> <p>Reading</p> <p>SKILL 1 – Read and understand the texts; use of quotation to illustrate points;</p>	

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<p>SKILL 2 – The writer’s methods, including plot, language, theme, character, structure and setting; SKILL 3 – Context and Ideas SKILL 4 - SPAG</p> <p>Speaking and Listening expresses challenging ideas / information / feelings using a range of vocabulary; listens to questions / feedback responding formally and in some detail</p>	<p>SKILL2 - 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 SKILL3 - Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts SKILL4 - Evaluate texts critically and support this with appropriate textual references</p> <p>Speaking and Listening expresses challenging ideas / information / feelings using a range of vocabulary; listens to questions / feedback responding formally and in some detail</p>	<p>SKILL 2 – The writer’s methods, including plot, language, theme, character, structure and setting; SKILL 3 – Context and Ideas SKILL 4 - SPAG</p> <p>Speaking and Listening expresses challenging ideas / information / feelings using a range of vocabulary; listens to questions / feedback responding formally and in some detail</p>
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