

# SUBJECT: English

## KS3 CURRICULUM PLAN

KS2 Knowledge and key skills

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<b>Stories Through Time</b>		<b>Dystopian Literature: <i>The Giver</i></b>		<b>Introduction to Shakespeare</b>	
<b>Knowledge</b>	Pupils will study stories from across the literary canon, with a focus on Greek mythology, Norse mythology and British folklore. Pupils start to conceptualise the way human beings make sense of their world through narrative. An understanding of epic and heroism underpins much of the wider curriculum and is a thread that is returned to in different time periods.		Through a selection of extracts, pupils will build an understanding of the dystopian genre. Pupils will then study a full novel, 'The Giver' by Lois Lowry, identifying the features which are synonymous with the genre and developing a good understanding of character. Non-fiction extracts will complement the study of genre and allow pupils to delve deeper into a writer's intention through the lens of social and political issues		Pupils will be immersed in the world of Shakespeare, learning about the Elizabethan era and life and times of the playwright before studying <i>The Tempest</i> . Pupils will begin to understand key Shakespearean methods and grow familiar with the language and style within his poetry.	
<b>Skills</b>	W1 – Simple awareness of purpose and audience. W2 – Some attempt to structure writing with discourse markers. W3 – Some developing sense of personal voice. Pupil somewhat meets expectations for length of response.		R1 – Mostly clear understanding of the meaning of a text. R2 – Mostly selects appropriate textual evidence. R3 – Shows some awareness of a writer's use of language. R4 – Shows some awareness of a writer's use of structure. R5 – Attempts to reference context. R6 – Some reference to methods.		SL1 – Developing confidence when talking in some situations. SL2 – Attempts to interest and engage the reader through structure and vocabulary. SL3 – Responds to questions.	
<b>Key Vocab</b>	Aetiological; Allusion; Archetypal; Epic; Heroism; Hubris; Moral; Myth; Nemesis; Psychological		Dystopia; Utopia; Anarchy; Despotism; Totalitarianism; Incarceration; Militarism; Surveillance; Allegory; Protagonist		Shakespeare; Elizabethan; Context; Protagonist; Antagonist; Tragicomedy; Colonialism; Foreshadow; Atmosphere; Stagecraft	

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<b>Historical Fiction: <i>The Book Thief</i></b>		<b>Gothic Literature</b>		<b>Shakespearean Comedy</b>	
<b>Knowledge</b>	Pupils will read and explore the key ideas within the novel, drawing upon their understanding of plot and character from Year 7 to develop an appreciation for the structure of a text. Pupils will explore Zusak's experimentation with structure including poetic style and narrative voice, as well as embedding an understanding of the relationship between text and context.		Pupils will build upon their initial understanding of genre from their Dystopian study in Year 7 to explore Gothic literature from the 19th Century onwards, covering a range of fiction, non-fiction and poetry. Pupils will develop their analytical skills and begin to craft their own descriptive writing skills in the gothic style.		Pupils will build on their knowledge of Shakespeare from Year 7 by studying a play through the lens of genre. Pupils will appreciate the conventions of a Shakespearean comedy and explore the presentation of characters within <i>Much Ado About Nothing</i> , paying close attention to the character of Beatrice. The theme of love and relationships will be further explored through studying a selection of love poems.	
<b>Skills</b>	R1 – Clear understanding of the meaning of a text. R2 – Selects appropriate textual evidence. R3 – Shows an awareness of a writer's use of language. R4 – Shows an awareness of a writer's use of structure. R5 – Some explanation of context. R6 – Some accurate use of methods.		W1 – Attempts to match writing to purpose and audience to some success. W2 – Mostly secure structure, with some discourse markers. W3 – Developing point of view and some style; pupil mostly meets expectations for length of response. W4 – Uses simple, compound and complex sentences accurately and for effect. W5 – Mostly secure paragraphing W6 – Vocabulary selected for effect. W7 – Spelling is generally accurate. W8 – Punctuation is generally accurate. W9 - Tense agreement is mainly secure.		SL1 – Speaks with some confidence in most situations. SL2 – Attempts to structure their speech and uses some effective vocabulary. Some attempt at emphasis. SL3 – Responds to questions in some detail.	
<b>Key Vocab</b>	Context; Holocaust; Nazi regime; Discrimination; Prologue; Unreliable Narrator; Perspective; Sarcasm; Figurative Language; Foreshadowing		Gothic; Pathetic fallacy; Protagonist; Antagonist; foreshadowing; byronic; satanic; oppression; archetype; tension		Shakespeare; Sonnet; Relationship; Comedy; Gender; Patriarchy; Prose; Verse; Dishonour; Misanthropic	

Key Knowledge Transfer

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<b>Shakespearean Tragedy</b>		<b>Modern Drama: <i>Blood Brothers</i></b>		<b>Hidden Voices</b>	
<b>Knowledge</b>	Pupils will enhance their prior learning of Shakespeare throughout KS3 by studying the genre of tragedy, identifying and analysing the features within a number of extracts from different tragic plays. Pupils will study <i>Romeo and Juliet</i> as their main text, honing their essay writing skills to explore themes within a play.		Pupils will study the modern Willy Russell drama <i>Blood Brothers</i> , building upon their understanding of dramatic convention of Shakespeare plays in Years 7 and 8 preparing them for their study of modern play <i>An Inspector Calls</i> in Year 10. Pupils will explore in more depth the contexts that underpin meaning in a text, tracking character development throughout, and securing an understanding of stagecraft.		Pupils will study a range of literary texts under the theme of 'Hidden Voices', appreciating the role language and literature plays in the world and how it can be a tool for societal change. Pupils will simultaneously learn the art of rhetoric, allowing them to use powerful language in a spoken language presentation	
<b>Skills</b>	R1 – Thoughtful and detailed understanding of the meaning of a text. R2 – Consistently selects appropriate textual evidence. R3 – Secure comments on language with some attempt at detailed exploration of meaning. R4 – Some exploration of structure. R5 – Some detailed explanation of context.		W1 – Content generally matches purpose and audience and is the appropriate length for the task. W2 – Writing is generally well-structured, with discourse markers. W3 – Established point of view; emerging sense of personal voice and style; pupil meets expectations for length of response.		SL1 – Speaks with confidence in most situations. SL2 – Speech has a specific structure and uses mostly effective vocabulary, intonation and emphasis. SL3 – Some confident response to questions.	
<b>Key Vocab</b>	Tragedy; hamartia; Elizabethan; chivalry; feud; prologue Iambic pentameter; patriarchy; Sonnet; verse; Foreshadow; prophetic; Fate		Foreshadowing; Repetition; Cyclical; Pivotal; Superstition; Violence; Fate; Tragedy; Authorial intent; motif		Prejudice; Discrimination; Metaphor; Racism; Stereotype; Foreshadowing; Rhetorical appeals; Ethos; Pathos; Logos	