

KS3 English

Curriculum Overview

Curriculum Intent

The aims for English are: to enable students to communicate effectively and appropriately in real life situations; to develop an interest in and appreciation of Literature; to be able to critique the authors intentions behind fiction and non-fiction text using critical thinking; engage with a diverse range of perspectives and opinions and; to develop their cultural capital and understanding of the world alongside their texts.

These aims meet the national curriculum ranging from whole texts from 19th century novels, seminal world literature, a range of poetry, contemporary plays, and the plays of Shakespeare. Our curriculum is designed to be engaging and relevant; students will work on skills that will benefit them beyond the classroom and encourage a curiosity and thirst for knowledge that allows them to critique themes, concepts and ideas presented by writers. Through their studies, students will be able to connect their knowledge with that from History, Religious Studies, Drama and Politics thus aiding them to eloquently verbalise their opinions and respecting those that disagree with them.

How is this curriculum assessed at THA?	Cross Curricular Links	How this prepares students for their next stage of education/employment
<p>Every term students complete a pre and post unit assessment. The pre-test focuses looks at raw reading or writing skills that the students possess in order to allow the teacher to plan the unit of work to fill in any gaps and progress their skills. The post unit focuses on assessing the skills and knowledge they have learnt throughout the term. Teachers give medals and missions based on these assessments to provide students with specific targets. Lessons are then planned with these targets in mind, and students are given the opportunity to re-write and improve their answers. Peer/self marking is implemented in lessons alongside the assessment criteria. Throughout each term, formative assessment strategies are used such as: verbal questioning, in the moment marking, verbal feedback, exit tickets.</p>	<p>We study plays that align with the Drama curriculum, including Shakespearean texts such as Macbeth and Romeo and Juliet. The study of Julius Caesar in Year 7 builds upon knowledge on Romans developed in History. Biblical allusions and other religious references throughout a variety of texts studied at KS3 link to those present in the Religious Studies Curriculum. Students will also consider a range of real-world issues that connect to those explored in their PSHE lessons.</p>	<p>The KS3 curriculum is built alongside KS4 to ensure a comprehensive transition into GCSE texts, skills and knowledge.</p>
	<p>Enrichment Opportunities</p>	<p>Resources/Materials to Support Learning</p>



**THE
HASTINGS
ACADEMY**

Throughout the year we offer a range of trips to see current productions of the texts they read alongside inviting authors in for workshops

We use Bedrock Learning to help assist students with their learning of new vocabulary. We also provide Direct Instruction to support students with reading through explicit learning.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Topic: Mythology	Topic: Gothic Conventions through Creative explorations	Topic: Growing Pains Poetry	Topic: Biography and Autobiography	Topic: Blood Brothers by Willy Russell	Topic: Introduction to Shakespeare: Julius Caesar
	Key Knowledge: <ul style="list-style-type: none"> Students will explore a variety of cultural mythology focusing on archetypes and the structure of stories to develop their writing skills 	Key Knowledge: <ul style="list-style-type: none"> Students will read Mary Shelley's Frankenstein whilst focusing on developing their reading skills, looking closely at: identifying relevant quotations, giving inferences on her choice of language and exploring how the 19th century influenced her work 	Key Knowledge: <ul style="list-style-type: none"> Students will read a range of modern poetry from Steven Camden to Rudy Francisco exploring the concept of adolescence. They will focus on exploring contextual links to provide a deeper analysis of language and comparing the poets' perspectives. 	Key Knowledge: <ul style="list-style-type: none"> Students are introduced to the style and form of biographies and autobiographies whilst developing their writing skills through the imitation of stylistic choices. 	Key Knowledge: <ul style="list-style-type: none"> Students will read Blood Brothers and focus on analysing the use of conflict in the play through contextual analysis to improve their reading skills. 	Key Knowledge: <ul style="list-style-type: none"> Students will read extracts of Julius Caesar whilst securing a clear understanding of Shakespearean language and the significance of oratory power and the representation of this in characters
	Key Skills: Word types Paragraphing Punctuation for effect Structuring a text Creating characters and writing creatively Writing to inform	Key Skills: Inference Connotations Contextual links Language devices	Key Skills: Inference Connotations Contextual links Poetic devices	Key Skills: Communication Structuring narrative Effect of tone and form Creating an empathetic tone	Key Skills: Dramatic devices Inference Connotations Language devices Contextual links	Key Skills: Communication Speaking and listening Effect of tone and form Structuring a speech
	Assessment: Students will be assessed on their writing skills twice throughout the term.	Assessment: Students will be assessed on their reading skills twice throughout the term.	Assessment: Students will be assessed on their writing skills twice throughout the term.	Assessment: Students will be assessed on their writing skills twice throughout the term.	Assessment: Students will be assessed on their writing skills twice throughout the term.	Assessment: Students will be assessed on their writing skills twice throughout the term.
Year	Topic:	Topic: A Christmas Carol by Charles Dickens	Topic: Ethics	Topic: Of Mice and Men	Topic: Macbeth by Shakespeare	Topic: Macbeth by Shakespeare

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Language and Literature across the ages					
	Key Knowledge: <ul style="list-style-type: none"> Students will explore a range of texts from our Literary Heritage such as: Beowulf, The Canterbury Tales, Sonnets by Shakespeare, Poems by Blake and Wordsworth, Oliver Twist by Dickens. They will focus on developing a clear understanding of the origins of storytelling and the techniques the writers use in order to create their own elegies, short stories and poems 	Key Knowledge: <ul style="list-style-type: none"> Student will use their contextual knowledge from their previous term to explore the themes of injustice and inner conflict. They will develop their reading skills by making clear links between context and writer's intentions. 	Key Knowledge: <ul style="list-style-type: none"> Student will explore a range of articles and documentaries covering a wide range of ethical dilemmas such as capital punishment, euthanasia, animal rights and war. Students will be comparing and analysing writers' viewpoints and developing their own writing through expressing their perspective on these issues. 	Key Knowledge: <ul style="list-style-type: none"> Students will study a contemporary novella that covers different types of discrimination such as race, sex, age and physical and mental disability. They will work on improving their reading skills by analysing the language authors use to represent the issues surrounding discrimination and conflict in the 20th century. 	Key Knowledge: <ul style="list-style-type: none"> Students will begin reading Macbeth and track the theme of conflict whilst building on their understanding of stereotypes and conflict from the previous term. They will give an in depth analysis of how Shakespeare uses language to present key themes and link their contextual knowledge to the writer's purpose. 	Key Knowledge: <ul style="list-style-type: none"> Students will finish reading Macbeth and develop their writing skills through empathetic writing focusing on key emotions and characters that link to conflict.
	Key Skills: Writing with clarity using a range of connectives and punctuation Inference Summarise Empathetic writing Describing in detail Creative writing	Key Skills: Inference Connotations Authorial intent Contextual links Character progression Thematic analysis	Key Skills: Empathetic writing Expressing opinions through writing and debate Tone Persuasive devices	Key Skills: Inference Connotations Authorial intent Contextual links Character progression Thematic analysis	Key Skills: Inference Connotations Authorial intent Contextual links Character progression Thematic analysis	Key Skills: Empathetic writing Setting Descriptive writing: <ul style="list-style-type: none"> - Sentence types - Punctuation - Use of prepositions - Effective use of language devices
	Assessment Students will be assessed on their	Assessment Students will be assessed on their	Assessment Students will be assessed on their	Assessment Students will be assessed on their	Assessment	Assessment Students will be assessed on their

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	writing skills twice throughout the term.	reading skills twice throughout the term.	writing skills twice throughout the term.	reading skills twice throughout the term.	Students will be assessed on their reading skills twice throughout the term.	writing skills twice throughout the term.
Year 9	Topic: Love and Loss Poetry	Topic: Identity through creative explorations	Topic: Noughts and Crosses by Malorie Blackman	Topic: Noughts and Crosses by Malorie Blackman	Topic: Exploring persuasive language through Animal Farm	Topic: Power and Conflict Poetry
	Key Knowledge: <ul style="list-style-type: none"> Students will read various poems about relationships, both romantic and familial from different poets. They will focus on evaluating how the poets use language and structure to present key themes and messages and comparing them 	Key Knowledge: <ul style="list-style-type: none"> Students will explore what it means to have an identity and how we form our own identity. Students will read a range of fiction and non-fiction texts to explore what it means to live in Hastings and how different factors such as race and gender can affect our identity. They will develop their written communication skills by emulating a range of methods from fiction texts to improve their tone and style. 	Key Knowledge: <ul style="list-style-type: none"> Students will read the first half of Noughts and Crosses and look at the language and structural devices and genre that Blackman uses in order to present characters and key themes. The students will analyse her techniques and improve their analytical writing skills whilst learning about relationships and discrimination in the 21st century. 	Key Knowledge: <ul style="list-style-type: none"> Students will finish reading Noughts and Crosses and focus on improving their writing skills by using Blackman's stylistic choices and exploring their own perspective on the key contextual issues that the book raises. Students will create a range of their own writing including non-fiction texts such as letters and detailed descriptive writing. 	Key Knowledge: <ul style="list-style-type: none"> Students read key extracts from Animal Farm to explore how a writer uses language and structure to persuade an audience. They use the historical context in order to evaluate the perspectives and use different forms to create their own viewpoints. 	Key Knowledge: <ul style="list-style-type: none"> Students will read through various poems looking at the connecting theme of power and conflict between nature and man. They will study poetic techniques and explore the use of language and structure in each poem whilst comparing on the thematic links between them.
	Key Skills: Poetic devices Inference Connotations Contextual links Authorial intent Compare and contrasting Comprehension	Key Skills: Comprehension Locate and retrieve Language devices Identifying different forms Using stylistic choices Sentence types Paragraphing Punctuation	Key Skills: Inference Connotations Language devices Structural techniques Locate and retrieve Contextual links Genre	Key Skills: Sentence types Paragraphing Dual narrative Language devices Punctuation	Key Skills: Persuasive techniques Form Punctuation Tone Paragraphing Sentence types and forms	Key Skills: Poetic devices Comparisons Inference Locate and retrieve Connotations Structure Contextual links Thematic links

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Assessment: Students will be assessed on their reading skills twice throughout the term.	Assessment: Students will be assessed on their writing skills twice throughout the term.	Assessment: Students will be assessed on their reading skills twice throughout the term.	Assessment: Students will be assessed on their writing skills twice throughout the term.	Assessment: Students will be assessed on their writing skills twice throughout the term.	Assessment: Students will be assessed on their reading skills twice throughout the term.