





# English Key Stage 3 Curriculum Overview

# Key Stage 3 English Curriculum Overview

YEAR 7	Week 1  Week 39		
<b>OVERALL THEME: HEROES AND VILLAINS WITHIN CHANGING SOCIETY</b>	<i>Exploration of selected Brothers Grimm fairytales &amp; Shakespeare's Julius Caesar</i>	<i>Charles Dickens' Oliver Twist</i>	<i>Novel study: My Sister Lives on the Mantlepiece by Annabel Pitcher (The study of unconventional heroes and villains in a modern 21st century society).</i>
<b>Key Knowledge, Skills &amp; Understanding</b>	<p>Develop analytical writing skills in relation to character, plot and key themes.</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences.</p> <p>Consolidate and build on their knowledge of grammar and vocabulary.</p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion.</p> <p>Exploration of the timelessness and relevance of The tales have overarching themes of ambition, greed, power, betrayal and deceit. Shakespeare's works across cultures and societies to connect us to each other and the larger world.</p> <p>For the following thirteen weeks of the term, students will be introduced to and explore Shakespeare's play: Julius Caesar. Students will continue to look at similar themes from the Grimm tales: ambition, greed, power, betrayal and deceit in a more complex text. Students will be exposed to Shakespeare's crafting of heroes and villains and students will look at these characters from both an Elizabethan and contemporary 21st century lens. Students will explore both archetypal and unconventional heroes and villains.</p>	<p>Character, plot and themes.</p> <p>The genius of a world-renowned writer and social critic.</p> <p>Character and relationship development.</p> <p>Discussion of behaviours within Dickensian and modern day society.</p> <p>Themes such as class division, injustice, crime and family bonds.</p> <p>Critical evaluation of different styles of language and format.</p> <p>Character development and readers' reactions.</p> <p>Writers' use of techniques and devices for effect.</p> <p>Exploration of different eras and cultures according to the extract's context.</p> <p>The significance of a range of poetic forms.</p> <p>Removing elitism from poetry.</p> <p>Access to, and interrogation of, living poets.</p> <p>Study of contemporary themes.</p> <p>Critical evaluation of language and format.</p> <p>Insights into the writer's intention and message.</p>	<p>Character, plot and key themes.</p> <p>Authors' signature styles and how they vary.</p> <p>Critical evaluation of different styles of language and format.</p> <p>Character development and readers' reactions.</p> <p>Writers' use of techniques and devices for effect.</p> <p>Exploration of different eras and cultures according to the extract's context.</p> <p>The significance of a range of poetic forms.</p> <p>Removing elitism from poetry.</p> <p>Access to, and interrogation of, living poets.</p> <p>Study of contemporary themes.</p> <p>Critical evaluation of language and format.</p> <p>Insights into the writer's intention and message.</p>


<b>Prior Knowledge</b>	<p>These tales are transitional for many of our students who studied some traditional fairy tales in the summer term at primary school, and therefore will be able to understand and link learning with prior knowledge.</p> <p>Students will also have explored the conventional heroes and villains in narrative writing and structures in primary school. Students will have also looked at different types of persuasive writing and techniques which will be recalled and developed in this scheme of work.</p> <p><b>The scheme will also build from KS2 national curriculum requirements to:</b></p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>Building from KS2 national curriculum requirements to:</p> <p>Read and discuss an increasingly wide range of prose.</p> <p>Read and discuss an increasingly wide range of fiction.</p> <p>Develop enjoyment and understanding of language, especially vocabulary, to support their reading and writing.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Building from KS2 national curriculum requirements to:</p> <p>Read and discuss an increasingly wide range of prose.</p> <p>Read and discuss an increasingly wide range of fiction.</p> <p>Develop enjoyment and understanding of language, especially vocabulary, to support their reading and writing.</p> <p>In narratives, creating settings, characters and plot.</p>
<b>KS3 National Curriculum Links</b>	<p>Develop an appreciation and love of reading and read increasingly challenging material; read whole texts.</p> <p>Read critically through studying setting, plot and characterisation.</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through: Writing for a wide range of purposes and audiences</p> <p>Consolidate and build on their knowledge of grammar and vocabulary</p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion.</p>	<p>Develop an appreciation of our rich literary heritage through the exploration of Dickensian language.</p> <p>Social context exploration through a seminal text in history.</p> <p>Develop an appreciation and love of reading and read increasingly challenging material.</p> <p>Read critically through studying setting, plot and characterisation. Write accurately, fluently and effectively.</p> <p>Understand increasingly challenging texts.</p> <p>Make inferences and referring to evidence.</p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion</p> <p>Consolidate and build on their knowledge of grammar and vocabulary</p>	<p>Develop an appreciation and love of reading and read increasingly challenging material.</p> <p>Read critically through studying setting, plot and characterisation. Write accurately, fluently and effectively.</p> <p>Understand increasingly challenging texts.</p> <p>Make inferences and referring to evidence.</p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion</p> <p>Consolidate and build on their knowledge of grammar and vocabulary.</p>
<b>Assessments</b>	<p>Component 1 - paired spoken assessment practice – short speech on the character of Cassius</p> <p>Component 2 - practice reading assessment using a success criteria- How is the character of Antony presented in Act 3, Scene 2?</p> <p>Composite 1 - Spoken language assessment (individual rhetorical persuasive short speech)</p>	<p>Composite 1: writing in role as X – a description of London</p> <p>Composite 2: reading - how is X character presented?</p>	<p>Composite 1: writing in role as X - formal / informal letter structure</p> <p>Composite 2: spoken language. Debate topical issue linked to heroes and villains/overview of the year.</p>

	Component 2 - Reading assessment: how is the character of Brutus presented in Act 4, Scene 3?		
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<b>Year 8</b>	Week 1  Week 39		
<b>OVERALL THEME: POWER AND CONFLICT</b>	<i>Romeo and Juliet</i>  <i>Families feuding</i>	<i>Animal Farm</i>  <i>Russian cold war Countries feuding</i>	<i>The Hunger Games</i>  <i>Dystopian future Conflict</i>
<b>Key Knowledge, Skills &amp; Understanding</b>	<p>Character, plot and themes. Develop analytical writing skills in relation to character and themes. Build understanding of characters and relationships. Show awareness of writer's styles and intentions. Writer's techniques such as tone, sentence variety, humour, ethos, pathos, logos, emotive language, adjectives, verbs, rhetorical questions. Understanding of article and review writing. Contextual information, e.g. Elizabethan society. Literary techniques such as dramatic irony, leitmotif, prologue and tone Exploration of different eras and cultures according to the extract's context.</p> <p>Themes such as power / abuse of power, relationships, identity, transformation and social responsibility.</p>	<p>Character, plot and themes. Develop analytical writing skills in relation to character and themes. Character and relationship development. Discussion of behaviours linked to the Russian cold war and modern day society. Show awareness of writer's styles and intentions. Exploration of different eras and cultures according to the extract's context. Themes such as power / abuse of power, identity and social responsibility.</p>	<p>Character, plot and key themes. Authors' signature styles and how they vary. Critical evaluation of different styles of language and format. Character development and readers' reactions. Writers' use of techniques and devices for effect. Understanding of dystopian societies. Themes such as power / abuse of power, identity, social responsibility, transformation and relationships.</p>

<b>Prior Knowledge</b>	<p>Students have explored both archetypal and unconventional heroes and villains within changing societies in Y7. Students will be able to utilise the knowledge of these characters and archetypes to layer meaning to the characters within Romeo and Juliet. Students also studied Shakespeare's Julius Caesar in Y7. They will build on prior contextual knowledge of the Elizabethan era and knowledge of Shakespearean language, structure and form.</p> <p>Themes studied in Y7 will be studied this term, drawing on students' prior knowledge: power / abuse of power, relationships, identity, transformation and social responsibility.</p>	<p>Themes studied in Y7 will be studied this term, drawing on students' prior knowledge: power/abuse of power, social responsibility and identity. Students will further their ability to analyse character, plot and themes, studied in Y7 and the autumn term in Y8. Students will further develop their awareness of writer's styles and intentions, studied in Y7 and the autumn term in Y8. Students will continue to explore how conflict and power are presented in literature from the autumn term in Y8, moving on from a 16<sup>th</sup> century text to a 20<sup>th</sup> century text.</p>	<p>Themes studied in Y7 will be studied this term, drawing on students' prior knowledge: power / abuse of power, identity, social responsibility, transformation and relationships. Students will continue to explore conflict and how it is presented in a modern dystopian novel. Students will further their ability to analyse character, plot and themes, studied in Y7 and the spring term in Y8. Students will further develop their awareness of writer's styles and intentions, studied in Y7 and the spring term in Y8.</p>
<b>KS3 National Curriculum Links</b>	<p>Develop an appreciation and love of reading and read increasingly challenging material; read whole texts.</p> <p>Read critically through studying setting, plot and characterisation.</p> <p>Write accurately, fluently, effectively and at length for pleasure and information through: Writing for a wide range of purposes and audiences.</p> <p>Consolidate and build on their knowledge of grammar and vocabulary.</p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion.</p>	<p>Develop an appreciation of our rich literary Heritage.</p> <p>Social context exploration through a seminal text in history.</p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion.</p> <p>Read critically through studying setting, plot and characterisation.</p>	<p>Learn new vocabulary.</p> <p>Develop an appreciation and love of reading.</p> <p>Read critically through studying setting, plot and characterisation. Write accurately, fluently and effectively.</p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion.</p> <p>Consolidate and build on their knowledge of grammar and vocabulary.</p>
<b>Assessments</b>	<p>Reading extract question: How is Romeo presented in Act 1 Scene 1?</p> <p>Reading extract question: Look at how the characters speak and behave in Act 3 Scene 1. How are the characters and their relationships portrayed?</p>	<p>Speaking and listening in role as a character.</p> <p>Reading: How a theme is presented in the novel.</p>	<p>Writing: descriptive writing piece.</p> <p>Speaking and listening: theme of power and conflict.</p>

	Writing: Article reviewing the character of Romeo – is he a victim or a villain?		
	Writing – Film review (Romeo and Juliet)		

<b>YEAR 9</b>	Week 1  Week 39			
<b>OVERALL THEME: IDENTITY</b>	<i>J.B.Priestley: An Inspector Calls (play)</i> (Interweaved with poetry primarily from Maya Angelou & 19 <sup>th</sup> century non fiction)	<i>Victorian Literature: The Strange Case of Dr. Jekyll and Mr Hyde.</i> (Interweaved with poetry and 19 <sup>th</sup> century non-fiction and fiction extracts)	<i>Robert Cormier: Heroes (novella)</i>	<i>Short stories into narrative writing</i>
<b>Key Knowledge, Skills &amp; Understanding</b>	<p>Character, plot and themes; contextual understanding of Edwardian England; political ideologies: socialism and capitalism.</p> <p>Students will look at the emerging themes as the play unfolds:</p> <ul style="list-style-type: none"> <li>- Social responsibility</li> <li>- Deceit</li> <li>- Power</li> <li>- Conflict</li> <li>- Social class/ hierarchy</li> <li>- Relationships</li> </ul> <p>Students will develop analytical writing skills in relation to character and themes in half term one. Students will further develop spoken language skills and speech writing skills centred on the theme of social responsibility.</p>	<p>Character, plot and themes; contextual understanding of Victorian England (both fictionally and non-fictionally).</p> <p>Students will look at the emerging themes as the novella unfolds:</p> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Power/ abuse of power</li> <li>- Transformation</li> </ul> <p>Students will develop descriptive writing skills, utilising the Victorian setting in the novella as inspiration for ambitious vocabulary, creation of a particular mood/atmosphere etc.</p> <p>Students will also build upon their analytical and critical reading skills from Autumn term, focusing specifically on exploding essay skills which is a culmination of the building of reading skills since year 7.</p>	<p>Character, plot and themes.</p> <p>Students will look at emerging themes as the novella unfolds:</p> <ul style="list-style-type: none"> <li>- Conflict</li> <li>- Duplicity</li> <li>- War</li> <li>- Heroism</li> <li>- Political unrest</li> <li>- Relationships</li> <li>- The concept of justice- what is justice?</li> </ul> <p>Students will continue to develop analytical writing skills in relation to character and themes.</p>	<p>Students will look at a range of 19<sup>th</sup> and 20<sup>th</sup> century short stories and explore writer's craft, how writers create meaning and how to build narrative voice.</p> <p>Students then begin to build their own narrative voice, exploring a range of writer's techniques, structural techniques and descriptive techniques, building up to a final original narrative writing piece.</p>



<p><b>Prior Knowledge</b></p>	<p>Students will have studied the themes of power and conflict when studying My Sister Lives on the Mantelpiece in Y7, The Hunger Games in Y8 and Romeo and Juliet in Y8. Relationships will have been explored in Y7 when studying Much Ado about Nothing and again in Romeo and Juliet in Y8. Relationships are continuously explored in the poetry anthologies across Y7 and 8, as well as the fictional extracts in Summer 1 Y7.</p> <p>Students will have built prior spoken language skills across years 7 &amp; 8 SOW and so will have an understanding of crafting a spoken piece of writing for an intended audience.</p> <p>Students will also have built their reading analysis skills from year 7, through year 8 to this point. Students will have analysed characters individually through extracts and quote explosions, and then in year 8 built this analysis to explore character relationships through extracts. This build up of analytical skills will support their understanding of annotation, analysis and writing critically in relation to a character and theme from an extract.</p>	<p>Students have studied Oliver Twist in year 7, focusing heavily on Victorian context in relation to London, England. Students will be able to recall this information and build upon it in this scheme.</p> <p>Students will also have studied some 19<sup>th</sup> century non-fiction extracts whilst studying Oliver Twist, and so will have been exposed to non-fiction articles in year 7 and be able to build upon this knowledge within this scheme.</p> <p>Students have looked at a range of texts in both years 7 and 8 which looked at a range of themes including power and the abuse of power. Knowledge and thematic links can be recalled here when looking at the character of Dr Jekyll/ Mr Hyde, as well as the social implications of his character. The theme of identity has already been explored in Autumn term, therefore the continuing conversation about identity in relation to dual-identity and duplicity is continued during this Spring term SOW.</p> <p>In relation to assessment, students have built their descriptive writing skills in Summer term of Year 8 when studying a dystopian novel, as well as writing descriptively about setting in Victorian London whilst studying Oliver Twist. Students will build upon their writing skills during this term. Additionally, students have built their analytical reading skills termly during years 7 and 8 and so exploding essay skills will be a culmination of these skills into a more challenging essay format here in year 9.</p>	<p>The themes of conflict, political unrest and justice emerging in this text have previously been explored in lesser degrees in Y8 Autumn term when studying The Hunger Games.</p> <p>War, heroism and conflict has been interweaved within the Y7 and Y8 poetry within all SOW.</p> <p>Nuances and development of character relationships and identity has been explored earlier on in Y9 with both Autumn term topics. Relationship exploration also took place in Y7 when studying My Sister Lives on the Mantelpiece in Summer term. In Y8, character relationships were studied in relation to Katniss and Peter and Katniss and Rue in Hunger Games (Summer term) and Romeo and Juliet across Autumn term.</p>	<p>Students began looking at writer's craft during Autumn term when studying My Sister Lives on the Mantelpiece, and students wrote their own alternative ending utilising their descriptive methods learnt across Autumn 2 and recalling descriptive techniques from Y6. In Summer 1, students built on their descriptive writing styles and methods.</p> <p>In year 8, students continue building descriptive writing skills when studying a dystopian novel in Autumn term, as well as writing descriptively about setting in Victorian London whilst studying Oliver Twist. Students will hone their own writer's craft during this final half term in year 9, after reading a range of complex and diverse texts throughout KS3.</p>
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<b>KS3 National Curriculum Links</b>	<ul style="list-style-type: none"> <li>-Understanding how the work of dramatists is communicated effectively through performance.</li> <li>-Learning new vocabulary.</li> <li>-How alternative staging allows for different interpretations of a play.</li> <li>-Making inferences and referring to evidence.</li> <li>- Amending the vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness.</li> <li>-Write accurately, fluently, effectively and at length for pleasure and information through.</li> <li>-Writing for a wide range of purposes and audiences.</li> <li>-Speak confidently and effectively, using Standard English confidently in classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Read critically through studying setting, plot and characterisation.</li> <li>-Develop an appreciation and love of reading and read increasingly challenging material; read whole texts.</li> <li>-Understanding how the work of dramatists is communicated effectively through performance.</li> <li>-Learning new vocabulary.</li> <li>- Amending the vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness.</li> <li>-Write accurately, fluently, effectively and at length for pleasure and information through.</li> <li>-Writing for a wide range of purposes and audiences.</li> <li>-Consolidate and build on their knowledge of grammar and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop an appreciation and love of reading and read increasingly challenging material; read whole texts.</li> <li>-Read critically through studying setting, plot and characterisation.</li> <li>- Learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning new vocabulary.</li> <li>-Develop an appreciation and love of reading and read increasingly challenging material; read whole texts.</li> <li>-Read critically through studying setting, plot and characterisation.</li> <li>-Write accurately, fluently, effectively and at length for pleasure and information through.</li> <li>-Writing for a wide range of purposes and audiences</li> <li>-Consolidate and build on their knowledge of grammar and vocabulary.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>- Extract question on character</li> <li>- Speech writing and spoken language on theme.</li> </ul>	<ul style="list-style-type: none"> <li>- Description of a character (writing)</li> <li>- Exploding essay on a theme</li> </ul>	<ul style="list-style-type: none"> <li>- Extract question analysis</li> <li>Essay on a theme</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative opening</li> <li>- Short story</li> </ul>