

KS3 Curriculum

In English we aim to introduce students to a broad range of Literature – including poetry, plays, short stories and novels – from across different time periods and from different places. They study poetry chronologically as follows:

- Year 7 – Homer to Milton: An Epic Journey
- Year 8 – Romantics and Victorians
- Year 9 – The Moderns and World Poetry

This journey takes them from Homer to Milton and then onto the Romantics and Victorians before looking at 20th and 21st Century poetry from across the world. They also study a series of major novels and shorter novellas and stories. Over the course of KS3 they will all read:

- Year 7 - *Roll of Thunder, Hear My Cry* and *Call of the Wild*
- Year 8 - *Animal Farm* and *A Christmas Carol*
- Year 9 – *The Woman in Black* and *The Woman in Black*

Across KS3 we also introduce students to Shakespeare studying:

- Year 7 - *Romeo and Juliet*
- Year 8 - *The Tempest*
- Year 9 - *Julius Caesar*

Students will also study one of two modern plays by Arthur Miller in Year 9 – either *The Crucible* or *A View from the Bridge*.

Literature and reading are at the heart of our curriculum, and we encourage students to read widely and for pleasure, with monthly library lessons in KS3.

To this end each student is given a Reading Passport where they keep a record of their reading and are awarded House Points and other awards based on their reading. We encourage students to share and recommend books based on their reading through discussion and reviews.

Embedded into the study of literature and the development of our students as readers are the teaching of writing and speaking and listening. Students begin to engage with essay writing from the start of Year 7 and the skills continue to be developed across KS3. We also embed creative writing – including descriptive, story and point of view writing – into all of our units of work. Within each unit there are opportunities for discussion and presentation and students are encouraged to develop as confident speakers.

Our aim is for our students to be confident and fluent readers, able to engage with and understand varied texts. Our goal is to further develop our students into confident young people, able to speak and write with conviction, consciously crafting their language for different contexts: to be able to speak and write imaginatively, discursively and analytically.

KS3 English: At a glance...

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Y7	<i>Roll of Thunder, Hear My Cry</i>	<i>Roll of Thunder, Hear My Cry</i>	<i>Poetry: Homer to Shakespeare</i>	<i>Poetry → Call of the Wild</i>	<i>Call of the Wild → Romeo and Juliet</i>	<i>Romeo and Juliet</i>
Y8	<i>Kindertransport</i>	<i>A Christmas Carol</i>	<i>Poetry: The Romantics & The Victorians</i>	<i>Poetry → The Tempest</i>	<i>The Tempest → Animal Farm</i>	<i>Animal Farm</i>
Y9	<i>Poetry: The Moderns & World</i>	<i>Poetry → The Yellow Wallpaper</i>	<i>A View from the Bridge OR The Crucible</i>	<i>AVFTB/Crucible → Julius Caesar</i>	<i>Julius Caesar → The Woman in Black</i>	<i>The Woman in Black & Gothic Writing</i>

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 7 Course Outline	Year 8 Course Outline	Year 9 Course Outline	Opportunities beyond the classroom
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Autumn Term	<p><u>Roll of Thunder, Hear My Cry by Mildred Taylor</u></p> <p>Key Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Select, annotate and embed quotations - Explain the implicit meaning of language - Explain how the writer develops themes - Link two different parts of a text together - Write an explanatory response - Use vocabulary for effect - Use sensory language - Create imagery in writing through the use of figurative language (metaphors/similes) - Structure writing effectively through different sentence structures - Use punctuation mostly accurately <p>Key Knowledge:</p> <p>Students will learn:</p> <ul style="list-style-type: none"> - Context information about the Great Depression, the history of Civil Rights - How a writer crafts language - How a writer structures their writing 	<p><u>Kindertransport by Diane Samuels</u></p> <p>Key Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Discuss and understand modern drama techniques - To be able to explain Samuel's use of staging and language to create meaning - To explain Samuel's use of contrast - To explain how character and/or themes are developed in the play - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Employ rhetorical methods to persuade their audience <p>Key Knowledge:</p> <p>Students will learn:</p> <ul style="list-style-type: none"> - How playwrights use staging and dramatic techniques - How writers craft language for effect - How writers develop themes/ideas - About the holocaust, antisemitism and the Kindertransport - How to approach a modern dram - How to make links to context in their writing - How to make links between this drama and modern life <p><u>A Christmas Carol by Charles Dickens</u></p> <p>Key Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Develop and use vocabulary for effect - Form a clear argument - Craft sentences and structure texts for effect – including use of genre/figurative 	<p><u>Poetry: Modern and World Poetry</u></p> <p>Key Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explore connotations of language choices - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Embed subject terminology effectively - Discuss and use inspiration from artwork to write creatively - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including paragraphing/sentence structures [including syndetic]/repetition and symbolism/rhetorical devices/figurative language <p>Key Knowledge:</p> <p>Students will learn:</p> <ul style="list-style-type: none"> - How poets use form/structure - How poets craft language for effect - How poets develop themes/ideas - Modern poets and poetry from across different cultures and artwork - The impact of WW1 and WW2 on poetry 	<ul style="list-style-type: none"> - Young Writer's competitions - Library ambassador programme - Shakespeare Workshops
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	<ul style="list-style-type: none"> - How a writer develops themes and characters 	<p>language/syntax/colons and semi-colons/hyphens and dashes/rhetorical questions/repetition [anaphora]/narrative hooks/allusion/cyclical structure</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How writers structure novels/scenes - How writers craft language for effect - How writers develop themes/ideas - About the Gothic genre - About Dickens' life - Social and historical context of Victorian England 	<p><u>The Yellow Wallpaper by Charlotte Perkins Gilman</u></p> <p>Key Skills: Students will be able to be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including rhetorical devices [gender inequality PoV piece]/parenthesis/figurative language/varied sentence structures <p>Key Knowledge: Students will learn about:</p> <ul style="list-style-type: none"> - How writer's structure novels/scenes - How writers craft language for effect - How writers develop themes/ideas - 19th century attitudes towards women/women's rights in the 19th century - Gothic genre - Inequality in modern society 	
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Spring Term	<p><u>Poetry: Homer to Milton</u></p> <p>Key Skills: Students will be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including developed place and character/different sentence structures/subordination/figurative language [simile and metaphor]/alliteration and sibilance/tenses/triplets/repetition/story structures – in media res <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How poets use form/structure - How poets craft language for effect - How poets develop themes/ideas - Origins and structure of different poetic forms - The influence of Greek and Latin poetry on English Literature – including mythology - Knowledge of English Poetry up to Milton 	<p><u>Poetry: The Romantics and the Victorians</u></p> <p>Key Skills: Students will be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including use of rhetorical devices in Point of View Writing/use of colour/symbolism/nouns and verbs/different sentence structures/varied punctuation/alliteration <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How poets use form/structure - How poets craft language for effect - How poets develop themes/ideas - A range of Romantic poets - About Romanticism - Late 18th/Early 19th Century social and historical context 	<p><u>A View from the Bridge OR The Crucible by Arthur Miller</u></p> <p>Key Skills: Students will be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect – including stage directions and staging - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including rhetorical devices/circular narrative/using varied sentence structures/paragraphing/figurative language <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How writers structure novels/scenes - How writers craft language for effect - How writers develop themes/ideas - About the social and historical context of either play - About the theme of class - About the Tragedy play structure 	
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<p><u>Call of the Wild by Jack London</u></p> <p>Key Skills: Students will be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including different sentences structures/subordination/use of commas and semi-colons/figurative language [personification]/Story structure including flashback/discourse markers/rhetorical questions/anecdotes <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How writers structure novels/scenes - How writers craft language for effect - How writers develop themes/ideas - About Jack London - About 19th Century gold rushes and American expansion - The theme of exploration 	<p><u>The Tempest by William Shakespeare</u></p> <p>Key Skills: Students will be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including use of verse and prose/irony/rhetorical devices/monologue/tone/imagery/symbolism -point of view writing <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How writers structure novels/scenes - How writers craft language for effect - How writers develop themes/ideas - About colonialism and empire - About slavery and indigenous populations - About Shakespeare's theatre 	<p><u>Julius Caesar by William Shakespeare</u></p> <p>Key Skills: Students will be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including rhetorical devices <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How writers structure novels/scenes - How writers craft language for effect - How writers develop themes/ideas - About the Roman Republic and Empire - About Julius Caesar and Rome - About the Tragedy play structure 	
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Summer Term	<p><u>Romeo and Juliet by William Shakespeare</u></p> <p>Key Skills: Students will be able to:</p> <ul style="list-style-type: none"> - Explain Shakespeare's use of language and linguistic devices. - Explain Shakespeare's use of tragic structure - Explain how character and/or themes are developed in the play - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including use of different sentence structures/discourse markers/commas/paragraphs/direct address and inclusive pronouns/developing place and character <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How writers structure novels/scenes - How writers craft language for effect - How writers develop themes/ideas - About Shakespeare's life and context, including his theatre - Knowledge of tragedy and tragic structure - How to approach Shakespearean English 	<p><u>Animal Farm by George Orwell</u></p> <p>Key Skills: Students will be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect – including use of dystopic genre/allegory/satire/rhetorical devices – creative writing <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How writers structure novels/scenes - How writers craft language for effect - How writers develop themes/ideas - About the Russian Revolution - About Communist Russia - Cold War politics - Class conflict in the 19th and 20th Century 	<p><u>The Woman in Black by Susan Hill</u></p> <p>Key Skills: Students will be able to:</p> <ul style="list-style-type: none"> - Select and embed quotations in their writing - Explain how writers use language/form/structure for effect - Explain how writers develop themes and ideas - Explain the importance of context in relation to a text - Develop and use vocabulary for effect - Craft sentences and structuring texts for effect <p>Key Knowledge: Students will learn:</p> <ul style="list-style-type: none"> - How writers structure novels/scenes - How writers craft language for effect - How writers develop themes/ideas - About 19th Century social and historical context 	
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Key Independent Learning Resources	GREAT READS
<ul style="list-style-type: none"> - Sam Learning - BBC Bitesize - Shakespeare [The Animated Tales] - Visit Braintree Museum - Colchester Castle - Mercury Theatre – Colchester - Headgate Theatre – Colchester - Paycocke’s House – Coggeshall - Hedingham Castle - Mountfitchet Castle - British Library – Euston - Charles Dickens Museum – Holborn - The Globe – Southwark <div data-bbox="327 932 1066 1212"> <p>Green = Suitable for all readers</p> <p>Blue = More challenging texts, which may contain older themes</p> <p>Purple = Challenging texts which may deal with adult themes and challenging ideas</p> </div>	<p><u>The Alec 15: 15 books your English teachers recommend you should read before you finish Year 11</u></p> <p><i>The Diary of a Young Girl</i>, Anne Frank <i>The Northern Lights</i> Trilogy, Philip Pullman <i>To Kill a Mockingbird</i>, Harper Lee <i>The Curious Incident of the Dog in the Night-Time</i>, Mark Haddon <i>The Catcher in the Rye</i>, J.D. Salinger <i>The Woman in Black</i>, Susan Hill <i>Wuthering Heights</i>, Emily Brontë <i>1984</i>, George Orwell <i>Slaughterhouse Five</i>, Kurt Vonnegut <i>The Great Gatsby</i>, F. Scott Fitzgerald <i>Middlesex</i>, Jeffrey Eugenides <i>The Remains of the Day</i>, Kazuo Ishiguro <i>The Secret History</i>, Donna Tartt <i>The Color Purple</i>, Alice Walker <i>One Hundred Years of Solitude</i>, Gabriel García Márquez</p> <ul style="list-style-type: none"> ○ <i>Lord of the Flies</i>, William Golding ○ <i>Noughts and Crosses</i>, Malorie Blackman ○ <i>Maggot Moon</i>, Sally Gardner ○ <i>The Hunger Games</i>, Suzanne Collins ○ <i>Divergent</i>, Veronica Roth ○ <i>The Fault in Our Stars</i>, John Green ○ <i>The Maze Runner</i>, John Dashner ○ <i>Holes</i>, Louis Sachar ○ <i>Frankenstein</i>, Mary Shelley ○ <i>The Secret Life of Bees</i>, Sue Monk Kidd ○ <i>Percy Jackson and the Olympians</i>, Rick Riordan ○ <i>Alex Rider: Scorpio Rising</i>, Anthony Horowitz ○ <i>Blood Fever</i>, Charlie Higson ○ <i>A Monster Calls</i>, Patrick Ness ○ <i>The Kite Runner</i>, Khaled Hosseini ○ <i>Jane Eyre</i>, Charlotte Bronte ○ <i>Emma</i>, Jane Austen ○ <i>Oliver Twist</i>, Charles Dickens ○ <i>Junk</i>, Melvin Burgess ○ <i>Prisoners of Geography</i>, Tim Marshall

- *The Bunker Diaries*, Keith Brookes
- *Skellig*, David Almond
- *Their Eyes Were Watching God*, Zora Neale Hurston
- *In the Castle of My Skin*, George Lamming
- *Guns, Germs and Steel*, Jared Diamond
- *Black Betty*, Walter Moseley
- *Tunnel Vision*, Sara Paretsky
- *Swallows and Amazons*, Arthur Ransome
- *As I Walked Out One Morning*, Laurie Lee
- *Hiroshima*, John Hersey
- *Harry Potter and the Philosopher's Stone*, J. K. Rowling
- *Hitler: A Biography*, Ian Kershaw
- *Goodbye to All That*, Robert Graves
- *The Other Side of Truth*, Beverley Naidoo
- *Zero: The Biography of a Dangerous Idea*, Charles Seife
- *Going to Meet the Man*, James Baldwin
- *Money*, Martin Amis
- *My Swordhand Is Singing*, Marcus Sedgwick
- *Coraline*, Neil Gaiman
- *The Design of Everyday Things*, Donald A Norman
- *The Secret Diary of Adrian Mole*, Sue Townsend
- *Queenie*, Candice Carty-Williams
- *Perfume*, Patrick Suskind
- *Twilight*, Stephenie Meyer
- *The Invention of Air*, Steven Johnson
- *Silas Marner*, George Eliot
- *The Grapes of Wrath*, John Steinbeck
- *America: Empire of Liberty*, David Reynolds
- *The Plague*, Albert Camus
- *The Perfectionists: How Precision Engineers Created the Modern World*, Simon Winchester
- *I, Coriander*, Sally Gardner
- *Watership Down*, Richard Adams
- *Bog Child*, Siobhan Dowd
- *Millions*, Frank Cottrell Boyce
- *Hear Me Talkin' To Ya: The Story of Jazz As Told By the Men Who Made It*, Nat Shapiro and Nat Hentoff

Key Skills:

- Essay writing skills – how to develop coherent, analytical pieces of writing

- How to develop as fluent and interrogative readers
- To write cogent and coherent arguments
- To write engaging narrative pieces
- To use a range of structural devices to enhance creative writing
- To use a range of sentence structures for effect
- To use a range of punctuation for effect
- To develop a sophisticated and nuanced vocabulary
- To be able to use a range of figurative language effectively
- To be able to use a range of rhetorical devices effectively
- To be confident and fluent in their expression of their ideas
- To be able to listen to others and build on ideas/engage in discussion

Key Knowledge and Cultural Capital:

- Study of a range of Shakespeare plays
- Study of a range of prose fiction from across the 19th to the 21st century
- Study of a range of poetry from different periods and cultures
- Study of the social and historical contexts relevant to the different texts