Key Stage 3 Curriculum

In Year 7 Students will study:

	Winter Term	Spring Term	Summer Term
Curriculum Intent Statement The English curriculum aims to ensure that all students have: a secure knowledge of different styles and forms of English Literature; an opportunity to explore texts and themes; chance to practice creating their own written texts both fictional and transactional; an ability to analyse language, and the chance to develop their oracy skills.			
Content	**Term 1 – Myths and Legends. Then *The Graveyard Book***	**Term 2 – 19th-21st Century Crime Fiction and non-fiction including a study of *Sherlock Holmes*. Then *A Midsummer Night's Dream***	**Term 3 – *A Midsummer Night's Dream.* Then the Art of Rhetoric**
	Students begin by studying a story writing unit that builds on the writing skills taught at primary and results in them writing the opening section of their own myth. They then move on to study a novel – *The Graveyard Book.* This will introduce the Gothic and look at how novelists build and create characters. There will also be an introduction to academic writing and students will write a literature essay on character.	This builds on the Gothic and character study from the previous unit whilst also introducing students to non-fiction. The focus will be on the study of the writers' use of language. They will then move on to studying Shakespeare, building on the academic writing they learnt in their prose study and being introduced to verse and the study of a play.	Students will continue to study Shakespeare and *A Midsummer Night's Dream* with a focus on the 4 lovers before moving on to look at Rhetoric, persuasive texts, propaganda and advertising. They will be given the tools to analyse media and non-fiction texts as well as write persuasively and deliver persuasive speeches.
Home work	Homework will be set using Educake from HT2.	Homework will be set using Educake	Homework will be set using Educake,
Wider Curriculum	**Cross Curricular links: Links to History with study of the 19th Century and drama with texts in performance.** **Career Link: All careers require English but the focus on analysis will help with careers in law and analytics, the study of plays will help with careers in the performing arts and the study of rhetoric would help with careers in sales and advertising.**		
Assessment	1. Create the opening of your own myth. 2. A literature essay using an extract on how a character is presented in *The Graveyard Book.*	3. A question analysing an extract discussing impressions and how they are created by the writer.	4. A Literature essay in response to an extract from the play. 5. A persuasive speech to be written and delivered to the class.

In Year 8 Students will study:

	Winter Term	Spring Term	Summer Term
Curriculum Intent Statement The English curriculum aims to ensure that all students have: a secure knowledge of different styles and forms of English Literature; an opportunity to explore texts and themes; chance to practice creating their own written texts both fictional and transactional; an ability to analyse language, and the chance to develop their oracy skills.			
Content	**Term 1 Adventure Writing. Then *Animal Farm***	**Term 2 Global Poetry then Journalism**	**Term 3 *Noughts and Crosses* play study.**
	Students begin by studying an Adventure Writing unit that builds on the skills from the Myths and Legends unit in Y7 and results in them writing the first 2 parts of an Adventure story (Engaging Opening and Problem/Complication) They then move on to study *Animal Farm*. This will introduce the concepts of allegory and dystopia and build on the academic writing began in y7.	In the Global Poetry unit students study a range of poems from across different cultures. It builds on the academic writing of the previous unit and the work in y7 as well as the work on verse in the *A Midsummer Night's Dream* unit. The Journalism unit builds on the Art of Rhetoric unit from y7. The unit analyses techniques used by journalists and allowing them opportunity to use the techniques in their own writing.	Introduction to tragedy. Unit builds on the knowledge of play form from Y7 AMSND and academic writing from Literature units. Builds on academic writing introduced in Y7 and beginning of Y8. Links to Dystopia introduced in unit 2 of Y8.
Home work	Homework will be set using Educake from HT2.	Homework will be set using Educake.	Homework will be set using Educake.
Wider Curriculum	**Cross Curricular links: Links to History with study of *Animal Farm* and drama with texts in performance.** **Career Link: All careers require English but the focus on analysis will help with careers in law and analytics, the study of plays will help with careers in the performing arts and the study of rhetoric would help with careers in sales and advertising.**		
Assessment	1. Students plan their own adventure story and write the 1st two parts (Engaging opening and problem/complication) 2. Students write a literature essay from an extract focussing on the theme of inequality in the novel.	3. Poetry analysis – essay style response. 4. Transactional writing piece.	5. Essay style response

In Year 9 Students will study:

	Winter Term	**Spring Term**	**Summer Term**
Curriculum Intent Statement The English curriculum aims to ensure that all students have: a secure knowledge of different styles and forms of English Literature; an opportunity to explore texts and themes; chance to practice creating their own written texts both fictional and transactional; an ability to analyse language, and the chance to develop their oracy skills.			
Content	**Term 1 Dystopian Writing and *Romeo and Juliet***	**Term 2 Art of Rhetoric – Important Voices and Gothic Literature including *The Turn of the Screw***	**Term 3 Gothic Literature including *The Turn of the Screw* then Conflict Poetry**
	Students will begin with a study of Dystopian writing that builds on the Myths and Legends unit of y7 and the Adventure writing unit of Y8 as well as the themes of Dystopia studied in *Animal Farm* and *Noughts and Crosses*. They will then move on to the study of *Romeo and Juliet* which will build on the study of *A Midsummer Night's Dream* in y7 and *Noughts and Crosses* in y8 and recap ideas of Tragedy introduced in Y8. Builds on concepts of Elizabethan society covered in Y7. Builds on academic writing introduced in Y7 and prose and play study in Y8.	Builds on the Rhetoric and Journalism units from Y7 and Y8 looking at skills of transactional writing and oracy. The Gothic Literature unit including the study of the novella *The Turn of the Screw* builds on the study of the Gothic that began in y7 with the study of *The Graveyard Book* and on the study of 19th Century literature that began with the study of *Sherlock Holmes* and Crime fiction as well as the study of academic writing covered in previous units.	The Gothic Literature unit including the study of the novella *The Turn of the Screw* builds on the study of the Gothic that began in y7 with the study of *The Graveyard Book* and on the study of 19th Century literature that began with the study of *Sherlock Holmes* and Crime fiction as well as the study of academic writing covered in previous units. The Conflict Poetry unit builds on the skills of academic writing covered in other literature units and the poetry study covered in *A Midsummer Night's Dream* and the Global Poetry unit. It looks at key poetry from WW1 and some poems from more modern warfare.
Home work	Homework will be set using Educake from HT2.	Homework will be set using Educake	Homework will be set using Educake
Wider Curriculum	**Cross Curricular links: Links to History with study of *The Turn of the* Screw and other Gothic Literature and WW1 poetry. Plus links to drama with texts in performance.** **Career Link: All careers require English but the focus on analysis will help with careers in law and analytics, the study of plays will help with careers in the performing arts and the study of rhetoric would help with careers in sales and advertising.**		
Assessment	1. Students plan and write a full Dystopian short story. 2. Students write a literary essay response looking at both an extract and the text as a whole.	3. Transactional writing piece.	4. Language style analysis – impressions question. 5. Poetry essay response.