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| Year 7 | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Content** | **Treasure Island Transition Unit-** *Written in Partnership with Feeder Primaries*.  **Reading:**  To develop our ability to analyse texts and consider the effect of linguistic devices  To experience 19th century texts and consider their construction  **Writing**  To build on the work done at KS2 in terms of technical accuracy and writing for effect  To develop our understanding of and ability to write descriptive texts | **Childhood and Family**  **Aims:**  • to understand family relationships in 19th-century literature  • to understand aspects of the social and historical context of the 19th century  • to understand the use of orphans and vulnerable children as a literary device.  Students will read and explore a range of extracts from 19th Century Classics. | **War**  Students study the theme of war in literature.  Begin by looking at Heroic portrayals of war – ‘Charge of the Light Brigade’  Students then briefly look at the conventions of newspaper articles and transfer the poem into a newspaper story.  They read ‘Private Peaceful’/’ The boy in Striped Pyjamas’ and consider how its message about war is different.  **Aims:**   * to understand the historical context of World War 1 * to understand attitudes expressed in the literature of the period and be able to make comparisons with the present day. * to explore the conventions of the war genre * to understand how authors present character * to discuss a writer’s intentions and message | | **Language over time**  Students investigate the origins of our English language through extracts from Beowulf, Chaucer and Shakespeare. They will explore the etymology of some of the words we use.  Students will then examine the use of language in the modern word to include an understanding of the use of accents, dialect, formal and informal language, how writers can use language playfully and an evaluation of their own use of spoken language.  Aims   * To develop our understanding of English as an ever evolving language. * To experience seminal works in the English Language (Chaucer/ Shakespeare etc.) * To explore how technology has had an impact on our use of communication. | |
| **Key Assessed Pieces** | Write a vivid description of a place you visit for the first time and the people you encounter there. **(1 hour Controlled Assessment)** *Students will use the work they did on transition day as a starting point and demonstrate their development of the Writing criteria through the unit.* | Analysis of Extract from Oliver Twist - How is Oliver presented as vulnerable?  Writing a first person account of being in a position of vulnerability/ power | **Transformative writing task:** Write a newspaper article about the events of COTLB  **Creative writing task** –Take the techniques analysed in an extract from key text and use them in our own dramatic piece of writing. | **Reading Assessment:** Response to a statement regarding a character in set text | **Writing Assessment-** a lively response to the statement:  “We should all speak and write in standard English all the time.” | **Speaking and Listening Assessment:** A presentation of spoken language and how it is adapted for audience and purpose |

**English Key Stage 3 Curriculum**

*To enable texts to be taught by more than one class, the order in which these units occur will vary. Furthermore, in the case where a class is shared between two teachers, each teacher will take a unit meaning the notion of a unit every two terms is only a guide.*

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| Year 8 | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Content** | **Gothic Literature through time**  Students will look at the conventions of gothic literature through time.  Students use these to write their own narrative.  They then read the play version of Frankenstein.  Aims:  • to enjoy a selection of extracts from classic Gothic literature and see the links between them  • to be able to identify features of the Gothic genre  • to understand the effects achieved by writers’ use of these features.  • to understand how authors present settings  • to understand how settings influence the reader’s understanding of characters and themes | | **‘Only 1 You’**  **Class reader focusing on being unique and different (Wonder)**   * Development of character and theme in the novel * Analysis of how the writer conveys meaning through language, structure and tone.   We will also be looking at being expressive through language – Performance Poetry  Cover: Poetic techniques, performance techniques etc. | | **Shakespeare’s plays and speeches!**  Students will study a Shakespeare play (Much Ado about Nothing) in more depth, in particular looking at his use of rhetoric to develop their own persuasive writing skills. | **Advertising and Persuasive Language**  Students build their use of persuasive techniques through exploring how they are used in the media.  In small groups they put together a persuasive presentation on a given topic:  My dream school is… We need your money because… |
| **Key Assessed Pieces** | **Reading Assessment 1:** Analysis of a range of extracts from Gothic Horror Texts **–** *Main assessed piece to be an extended analysis of extract chosen by student.*  **Reading Assessment 2:** Essay on the main message in the play Frankenstein. | **Writing Assessment 1:** Writing own narrative chapter in a gothic style  **Writing Assessment 2:** Writing information text on surviving a vampire invasion. | **Reading Assessment:** How does the character develop through the novel as a whole? | **Writing/ Speaking and Listening Assessment:**  Students will write a range of poetry focused around their interests. | **Reading Assessment:**  An analysis of a scene from a Shakespeare play highlighting Shakespeare’s use of persuasive techniques. | **Writing/ Speaking and listening Assessment:**  A persuasive speech to the class – minimal use of PowerPoint/ reading off slides! |

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| Year 9 | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Content** | **Issues in Modern Society**  Students will study a modern novel in depth exploring its presentation of key social Issues. (Of Mice and Men/ Stone Cold)  Students will consider the novel in terms of;   * Context * Theme * Character * Use of Language and Structure   They will also look at other ways writers can explore social issues by exploring a range of nonfiction texts, including documentaries.  To cover: Conventions of nonfiction texts – Bias/ Exaggeration/ Facts etc. | | **Shakespeare and Poetry**  Students will study a Shakespeare play in depth. Considering theme and character.   * Key extracts and relating them to whole play * Understanding of main themes, ideas, character * Critical response * Personal interpretation and response * Use of quotation and reference to text to support interpretations * Analysis of language * Context (emanating from the text)   This theme will then provide an entry into poetry where students will complete a poetry comparison between 2 or more poems that explore the themes covered in the play. | | **Adventure and Exploration -19th Century**  Students will develop their Descriptive/ Narrative Writing.  They will revisit the conventions of descriptive writing through studying a range of examples from the genre. Whilst doing so, they will again be exposed to 19th Century texts- a key element of the GCSE.   * to understand the historical context of exploration and colonialism * to understand attitudes expressed in the literature of the period and be able to make comparisons with the present day * to explore the conventions of the adventure genre * to consider how language and structure can affect a reader – close focus on sentence variety.   **Speaking and Listening endorsement**  Students will spend the final weeks of term revisiting and improving the Presentation they delivered in term 2. This will form a compulsory element of their GCSE next year. | |
| **Key Assessed Pieces** | **Reading Assessment:** Students will write an essay on how a social issue is presented in their novel, starting with an extract. (Closed book and timed) | **Writing Assessment:** Students will write a lively article giving a clear point of view on a modern social issue.  **Speaking and Listening Assessment:** Students will also present their topic in the form of an oral presentation. (GCSE- Practice) | **Reading Assessment:** Timed response to short extract from the chosen Shakespeare play. | **Reading Assessment**: A comparison of 2 poems treatments of a similar theme/ topic.  Again timed. | **Writing Assessment:**  Chapter from own narrative following the conventions identified in the unit. | **Formal Assessment -** Speaking and listening presentations to class – to be recorded and assessed against Speaking and Listening Endorsement criteria and used as evidence in GCSE. |