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Description automatically generatedCarmel College Curriculum Implementation – KS3 Long Term Plan: English

Year 9 Curriculum Intent: Genre and Context.

Year 8 Curriculum Intent: The Writer’s Voice, Perspective & Intentions.

Year 7 Curriculum Intent: A Chronology of English and Foundational English Skills.

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|  | Year 7 | Year 8 | Year 9 |
| Autumn Half Term 1  Overview of the Unit. | English Across Time  Where did our language come from and how has it evolved across time?  ‘English Across Time’ is a unit designed to introduce our English Language to the students in preparation for them to study English Language within a KS3 curriculum.  Throughout the term, students will engage with texts (and translations) from both Old and Middle English allowing them to develop an historical understanding of the language whilst developing their reading and writing ability. This unit precedes their Introduction to Shakespeare, allowing them to build a further appreciation of the timeline of English Language.  Students will develop their declarative knowledge by gaining an understanding of different cultural, historical influences surrounding the key texts; Beowulf and Chaucer’s Canterbury Tales.  Procedurally, students will enhance their ability to analyse texts closely, using evidence from the texts to inform and support their own opinions.  Furthermore, students will apply and develop their pre-existing knowledge of grammatical features, spelling patterns, language features and structural features to improve their creative writing skills. They will be encouraged to produce extended compositions, plan, review, and redraft their work, further developing the core components acquired at Key Stage 2. | Voices in Literature  How can English be used to express your views and identity?  The "Voices in Literature" unit is designed to introduce Year 8 students to diverse perspectives and voices through a range of literary texts. Throughout the term, students will engage with literature that explores themes such as identity, tolerance, respect, and cultural exploration. They will develop their declarative knowledge by gaining an understanding of different cultural, historical, and social influences on writers, as well as the concept of protected characteristics. Procedurally, students will enhance their ability to analyse texts closely, compare different authors' attitudes, and form their own opinions on the relevance of these themes in modern contexts. The unit will culminate in assessments that allow students to demonstrate their understanding and analytical skills. | War Poetry  Can Poetry Really Alter the Views of Society?  The Year 9 "War Poetry" unit introduces students to the historical and literary significance of war through the study of poetry, focusing on how major events like World War I and II influenced literary works. Students will develop their understanding of propaganda, the impact of war on literature, and the structural features of poems, exploring the works of notable war poets such as Wilfred Owen and Siegfried Sassoon. They will enhance their ability to identify patterns within poems, compare poets' attitudes and techniques, and form personal evaluations of war poetry. This unit is important for understanding how historical contexts shape literature and for considering the continued relevance of these powerful messages to modern readers. Students will also refine their essay writing and analytical skills, applying their knowledge to assess the significance of these works. |
| Assessment: Content and methods used to judge learning | Extended Task – Writing  Create the opening paragraphs of your own Beowulf article. | Extended Task - Writing  Loose Change: ‘Imagine you are Laylor; describe a night on the streets. | Extended Task – Writing  Write two paragraphs from the perspective of a young man who is considering going to war. |
| Formal Assessment – Reading & Writing  What do we find out about the monster, Grendel in the extract?  Write a descriptive piece using an image as a stimulus. | Formal Assessment – Reading  What is the writer of the  story telling us about the early days of  the characters' lives and how they  have changed? | Formal Assessment- Reading  Compare the ways in  which war is presented in Dulce Et  Decorum Est and one other poem  that you have studied. |

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| Autumn Half Term 2  Overview of the Unit. | Introduction to Shakespeare  What made Shakespeare such an influential writer and why do we study his plays?  The Year 7 "Introduction to Shakespeare" unit is designed to deepen students' understanding of the social and historical factors that influenced English language and literature during Shakespeare's time. By the end of the unit, students will have developed knowledge of the plots and characters of Hamlet and A Midsummer Night’s Dream, with a particular focus on the opening scenes and speeches. They will gain an understanding of Shakespeare's use of language features and devices to engage his audience, as well as the importance of stagecraft in creating atmosphere and tone. Students will also learn to distinguish between comedy and tragedy and consolidate their knowledge of persuasive devices and formal letter writing conventions. Additionally, they will expand their vocabulary, particularly in relation to concepts of hierarchy and its impact on characterisation and language.  Procedurally, students will apply their knowledge of grammatical changes, spelling patterns, and language features to improve their writing skills. They will be encouraged to draw on both new and existing knowledge to produce extended compositions, plan, review, and redraft their work, further developing the core components acquired at Key Stage 2. This unit not only builds on foundational skills but also introduces students to more complex concepts, enhancing their overall proficiency in English. | Travel Writing  How important is Travel Writing?  Does it really teach us about the world we live in?    The Year 8 "Travel Writing" unit aims to equip students with the ability to identify, analyse, and evaluate key features of travel writing while developing their own creative compositions. By studying a range of travel writing examples, students will enhance their contextual knowledge of different locations and historical influences on writers. They will also explore the seven wonders of the world and assess their relevance to modern tourism. Procedurally, students will learn to compare how writers convey attitudes towards similar places, improving their skills in analysing tone, perspective, and language choices. This unit builds on the analytical foundation established in Year 7, helping students form independent opinions and evaluations while introducing the skill of comparing multiple texts. Additionally, students will refine their ability to use structural and stylistic features in their own travel writing, focusing on language devices, sentence variety, and sensory imagery. Through these activities, they will enhance their SPAG (Spelling, Punctuation, and Grammar) proficiency, making them more confident writers and critical thinkers. | Lord of The Flies  How does Golding teach us about the nature of good versus evil, savagery versus society and the implications of our own actions in Lord of The Flies?  The opening half of the Year 8 module on Lord of the Flies focuses on building students' understanding of the novel's key themes, characters, and setting. By the midpoint of the module, students will have developed a solid grasp of the novel's plot and an introductory understanding of its central themes, such as the conflict between civilization and savagery, the loss of innocence, and the inherent darkness within humanity. They will also explore the social and historical context in which the novel was written, including post-war anxieties and the influence of World War II on Golding's portrayal of human nature.  Procedurally, students will learn to analyse key passages from the text, focusing on Golding's use of language, symbolism, and imagery to convey complex ideas and emotions. They will practice close reading skills, identifying and interpreting literary devices, and begin to compare characters and their development throughout the story. Additionally, students will work on developing their analytical writing skills, learning to construct well-organized paragraphs that explore the novel's themes and character dynamics. This foundational knowledge and skillset will prepare them for more in-depth analysis and discussion in the second half of the module. |
| Assessment: Content and methods used to judge learning | Extended Task – Reading  How does Shakespeare present Egeus in A Midsummer Night’s Dream? | Extended Task – Reading  Compare how the writers of Text A and B present their experiences of Italy. | Extended Task – Reading  How does Golding present Piggy in Lord of The Flies? |
|  | Formal Assessment- Writing  Imagine that you are  Hermia. Write a letter to your  father persuading him to allow you  to marry who you want. | Formal Assessment – Writing  Write your own account  of a time spent travelling. | Formal Assessment- Writing  Imagine that you are a  grown up who has discovered the  boys living on the island. Produce a  piece of writing describing the  boys and the island. |
| Spring Half Term 3  Overview of the Unit. | Poetry and Identity  How does poetry help us explore and express who we are?  The Year 7 unit on poetry and identity is designed to deepen students' understanding of how poetic terms and techniques are used to convey a poet's message, particularly in relation to identity and self-expression. By the end of the unit, pupils will have developed their ability to analyse various poetic forms and methods, enhancing their overall analytical skills. This is important as it equips students to engage with a wide range of literary genres and texts, fostering an appreciation for contemporary and modern poetry and its role in shaping readers' perceptions of identity and personal viewpoints. This unit fits into the broader curriculum by expanding students' exposure to different text types and developing their analytical abilities, while also introducing them to the unique qualities of poetry. Achievement of curriculum goals will be assessed through students' ability to analyse and interpret two studied poems, identifying poetic conventions and providing personal responses. This will demonstrate their understanding of poetry as a means of expression and their progress in analytical skills, with assessment guiding further planning and development based on individual capabilities. | Unseen Poetry  How can we unlock the meaning of a poem that we have never seen before?  The Year 8 "Unseen Poetry" unit aims to develop students' skills in analysing and interpreting unfamiliar poems, with a focus on themes of relationships. Students will explore a range of poems from both literary heritage and contemporary poets, including Carol Ann Duffy, to understand how relationships are depicted and how these depictions reflect societal values. They will gain knowledge of poetic conventions, such as imagery and metaphor, and learn to apply this understanding to infer and evaluate the meaning of unseen texts. By engaging in detailed analysis and creative writing tasks, students will build confidence in their ability to interpret poetry and articulate their insights. The unit will culminate in an assessment where students apply their analytical skills to an unseen poem, demonstrating their ability to draw meaningful conclusions and express their interpretations effectively. | Lord of The Flies  How does the breakdown of order and the rise of savagery in Lord of the Flies reflect the complexities of human nature and society?  In the second half of the Year 8 Lord of the Flies module, students will delve deeper into the novel’s complex themes and character developments, focusing on the escalating conflict and the breakdown of civilization among the boys. Building on their initial understanding, students will analyse how Golding intensifies the depiction of savagery and loss of innocence as the boys' society deteriorates. They will explore the symbolic significance of key events and characters, such as the confrontation with the "beast" and the tragic consequences of unchecked power. Through close reading and critical analysis, students will examine how Golding's narrative techniques and thematic elements highlight the novel's exploration of human nature and societal structures. This phase of the unit will culminate in a comprehensive assessment, where students will demonstrate their ability to synthesise their insights and evaluate the broader implications of the text. |
| Assessment: Content and methods used to judge learning | Extended Task – Writing  Create a poem that reflects your feelings towards your home or hometown. | Extended Task – Writing  Produce a piece of writing telling the story of the poem, Nettles, from the perspective of the boy. | Extended Task – Writing  Write a description suggested by a picture. |
|  | Formal Assessment- Reading  How does the poet present  the place and the feelings of the  people in the poem Blessing? | Formal Assessment – Reading  How does the poet present  the relationship between the narrator  and his son? | Formal Assessment- Reading  Explain how Golding  presents the boys loss of humanity. |

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| Spring Half Term 4  Overview of the Unit. | The Gothic  What makes a story Gothic, and why are we fascinated by the eerie and the supernatural?  The Year 7 Gothic literature unit is designed to equip pupils with the ability to identify and understand the key features of Gothic texts, both through the study of historical and contemporary examples and through the development of their own writing. By the end of the unit, students will have gained knowledge of the origins and influences of Gothic literature, as well as the use of figurative language to create meaning within this genre. Procedurally, students will refine their analytical skills using PETAL paragraphs, enabling them to effectively analyse the effects of literary devices in Gothic texts. They will also apply their understanding of Gothic conventions to craft their own extended pieces. This unit is important as it not only familiarizes pupils with a significant literary genre, including works from the Literary Canon, but also enhances their ability to adapt their writing to specific genres. Through this process, students will improve their creative writing skills by incorporating feedback and consciously tailoring their compositions to suit the Gothic genre. | Romeo and Juliet  How does Shakespeare use literary methods to present the tragedy of Romeo and Juliet  The Romeo and Juliet unit is designed to deepen pupils' understanding of Shakespeare's classic play, focusing on both its plot and characters, as well as the broader thematic and historical context. By the end of the unit, students will have gained a stronger grasp of Shakespearean language, enabling them to confidently analyse how Shakespeare portrays characters and their actions. They will also improve their writing skills by crafting recounts, such as diary entries from a character’s perspective, which will build on the foundational writing techniques learned in previous units. This unit is crucial as it prepares students for future studies at GCSE level, providing them with the tools to explore the human condition through Shakespeare’s work. The unit also emphasizes the development of analytical skills, allowing students to explore language, themes, and nuances in detail. Assessments will include language analysis and creative writing tasks, ensuring that students can apply their knowledge effectively. This unit sets the stage for more complex studies of Shakespeare, such as Macbeth in later years, by introducing foundational concepts related to tragedy and character development. | Dystopia and Fantasy  In what ways do dystopian and fantasy literature influence our perceptions of power, control, and freedom?  The Dystopia and Fantasy unit is designed to expand pupils' understanding of important literary works across time, focusing on the form, language, structure, intentions, and purpose of dystopian and fantasy literature. Through the study of extracts from significant works such as 1984 and The Handmaid’s Tale, students will explore how these genres reflect societal concerns and the impact they have on readers. Building on their previous studies of protest poetry and Lord of the Flies, this unit will encourage pupils to critically evaluate and critique the effectiveness of these dystopian worlds in conveying their messages. As they analyse these texts, students will consider the relevancy of the issues presented and how these narratives resonate with a modern audience. The unit will also deepen their appreciation of how writers use literary techniques to create immersive and thought-provoking worlds, further developing their analytical skills and understanding of complex themes in literature. |
| Assessment: Content and methods used to judge learning | Extended Task – Reading  How does Stoker create a sense of fear in Dracula? | Extended Task – Reading  During the Capulet Ball, how does Shakespeare present Romeo’s love for Juliet? | Extended Task – Reading  How does the writer present feelings of discomfort in this dystopian extract? |
|  | Formal Assessment- Writing  Create your own Gothic inspired description or narrative. | Formal Assessment – Writing  Describe the Capulet ball. | Formal Assessment- Writing  Produce your own piece of dystopian writing. |

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| Summer Half Term 5  Overview of the Unit. | The Modern Novel – Teenage Runaway  Does the novel Stone Cold give us an accurate idea about what it is like to be homeless in a modern world?  In this unit on teenage runaways, pupils will engage deeply with a novel that addresses the issue of homelessness, gaining insights into how social issues are portrayed in literature. They will enhance their understanding of contextual factors relevant to the novel and apply this knowledge to analyse the representation of homelessness. Pupils will develop their ability to infer meaning from language conventions, identify literary methods, and draw their own conclusions on key moral issues presented in the text. Through speaking and listening activities, they will build confidence in debating and presenting their views on the social issues discussed. This unit emphasizes the importance of literary analysis and the impact of literature on understanding social issues, fostering empathy and awareness of experiences outside their own. Assessment will focus on their ability to analyse characters and evaluate meaning through both a reading assessment of an unseen text and their own written responses. This unit prepares pupils for future literary studies by building on their narrative and analytical skills developed in earlier key stages, ensuring they can effectively apply their knowledge to new and complex texts. | Romeo and Juliet  How do the pivotal moments in Romeo and Juliet's relationship, such as their meeting and secret marriage, foreshadow the tragic outcome of the play?  In the second half of the Romeo and Juliet unit, pupils will explore the pivotal moments where Romeo meets Juliet, focusing on the development of their tragic love story. This part of the unit will delve deeper into the themes of fate, love, and conflict, examining how Shakespeare uses language, imagery, and dramatic structure to convey the intensity and inevitability of their relationship. Pupils will analyse key scenes, such as the balcony scene and the secret marriage, to understand how Shakespeare builds tension and foreshadows the tragic outcome. They will also study the contrasting depictions of love and violence, considering how these elements contribute to the play's overall impact. Through close reading and guided analysis, pupils will develop their ability to interpret Shakespearean language and its role in characterisation and thematic development. Additionally, they will continue to refine their writing skills, using their knowledge of the play to craft analytical essays and creative responses that reflect a deep understanding of the text. This unit aims to enhance pupils' appreciation of Shakespeare's craftsmanship while also preparing them for more advanced studies of his works in future academic years. | Inspirational People and Events  What makes the ways in which speechmakers, politicians, celebrities, and public figures make their words so inspirational?  In this unit, pupils will delve into the lives and impactful actions of various inspirational figures, including Captain Tom, Winston Churchill, Stormzy, Marcus Rashford, Mary Seacole, and Malala Yousafzai. The focus will be on how these individuals have used their platforms to advocate for social change, demonstrate resilience, and inspire others through their words and deeds. Pupils will engage with a range of non-fiction texts, such as speeches, letters, and biographical accounts, developing their ability to analyse how language techniques and rhetorical devices are employed to persuade and motivate. They will revisit and refine their understanding of persuasive writing features, with a particular emphasis on how writers present their viewpoints and influence their audiences. Through the study of these texts, pupils will also learn to compare and contrast different perspectives on similar issues, enhancing their critical thinking skills. Additionally, they will apply these analytical techniques to their own writing, using models and structured frameworks like PETAL paragraphs to articulate their interpretations and responses. This unit not only aims to deepen pupils' appreciation of the power of language but also to inspire them to consider how they can use their own voices to effect change. |

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| End of Year Assessment | Reading  How does the writer use language to present homelessness and life on the streets? | Reading  How does the writer present the relationship between Romeo and Juliet? | Reading  How does the writer use language to present David Attenborough as an inspirational figure? |
|  | Writing  Produce your own piece of writing using the images as inspiration. | Writing  Produce a piece of writing based on the brawl between the Montagues and The Capulets. | Writing  "Climate change poses a significant threat to our planet. We need to take greater care of our environment’  Write a speech to be delivered in an assembly to your year group, in which you explain your point of view. |
| Summer Half Term 6  Overview of the Unit. | Research and Charity Development  What is the role of local charities in our community?  Students will explore the impact and role of local charities within their community, specifically focusing on Darlington. They will examine existing charities, understand their impact, and analyse the social implications of charitable work, connecting these insights to the challenges faced by their neighbours. The unit aims to foster empathy and social responsibility, encouraging students to think beyond themselves and contribute to positive change. Students will develop essential skills, including research, critical thinking, and creativity, by identifying gaps in local services and proposing innovative solutions. This unit integrates literary concepts from previous studies—such as language evolution, Shakespearean themes, and global poetry—into their charity development work, enriching their understanding and inspiring creative solutions. Students will propose a new charity tailored to local needs, create promotional materials, and express their ideas through extended writing. Assessment will evaluate their research skills, creativity, and effectiveness in communication, bridging their knowledge of literature with real-world context to drive meaningful charitable contributions. | Newspapers, Media and Oracy  How can students effectively use multimedia formats to communicate their ideas through newspapers and other media?  In the “Newspapers, Media, and Oracy” unit, students will delve into the world of newspapers and media, focusing on effective communication and content creation. By leveraging their knowledge of multimedia formats and non-fiction modes, students will develop both their written and oral communication skills. This unit is crucial for equipping students with practical skills needed to navigate and create impactful content in an information-rich world. Through exploring newspaper articles, students will learn to craft their own content, enhancing their ability to convey messages clearly and persuasively. This exploration will draw meaningful connections to previously studied topics, such as travel writing and its descriptive techniques, the diverse voices in literature reflecting media perspectives, and the analytical skills used in dissecting unseen poetry to uncover biases in news reporting. Additionally, the themes of conflict and societal norms in “Romeo and Juliet” will provide a bridge to understanding how similar themes are represented in news stories. Ultimately, this unit will prepare students to engage thoughtfully with media and contribute effectively to the world of communication. | Spoken Language and Oracy - Inspirational People and Events  What is the role of language, oracy and public speaking in making someone an ‘inspirational figure’?  In the “Oral Communication and Inspirational Figures” unit, Year 9 students will explore the lives and legacies of influential individuals across various fields, including sports, social activism, politics, and culture. By studying prominent figures such as Muhammad Ali, Malala Yousafzai, and Martin Luther King Jr., students will gain a deeper understanding of their remarkable achievements, personal struggles, and significant impact on society. The unit will focus on analysing the ways in which these individuals have inspired change and driven progress in their respective domains. Students will spotlight athletes like Muhammad Ali for their impact both in and out of sports, examine social activists like Malala Yousafzai for their transformative advocacy, and explore political leaders such as Martin Luther King Jr. for their powerful use of oratory to effect social change. Additionally, students will celebrate cultural icons for their contributions to the arts and their inspirational influence. The unit will culminate in students crafting and delivering their own speeches about an inspirational person of their choice, emphasizing research skills, effective oracy, and the ability to convey a compelling narrative. This unit aims to enhance students' oracy skills while fostering a deep appreciation for the impact of extraordinary individuals on the world. |