

The Key Stage Three English Curriculum at CHS has been designed to spark students' interest and creativity, whilst also providing them with a solid basis of preparation to meet the rigours of Key Stage 4 and 5. It is designed to challenge students, encourage valid and respectful discussion, as well as introduce them to a wide range of different texts and genres. Within different units, students will develop a wide variety of skills. These will include analysing authorial methods and their impact on the audience/reader; discussing how structure within a text is used for specific effect and how context helps to impact writers and their work. Students will also study a range of non-fiction texts including newspaper articles and speeches and learn how to use language and structure to argue their own point of view effectively. Fortnightly library lessons will aim to develop in students a love of reading and also, focus on vocabulary, spelling, punctuation and grammar skills. Students will also have opportunities to write creatively, both within the texts and genres they are studying and beyond.

In line with the 2013 National Curriculum: develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction and non-fiction including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors; understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context; write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences; consolidate and build on their knowledge of grammar and vocabulary; giving short speeches and presentations, expressing their own ideas and keeping to the point; participating in formal debates and structured discussions. (National Curriculum 2013 DfE)

In terms of content, the overview is outlined in separate curriculum maps for Year 7, Year 8, and Year 9. Our curriculum covers a wide range of ideas, skills, and texts. Over the course of KS3 students will study two Shakespeare plays (*A Midsummer Night's Dream* and *Macbeth*) as well non-fiction speeches from across time and articles from a range of different authors. Students will also study a variety of different 19th, 20th and 21st Century fiction texts, including *Refugee*, *The Hate U Give*, and *Sherlock Holmes*. Students will also look at a range of poetry, from responses to WWI to a unit of poetry on authors from different backgrounds, ethnicities, and experiences.

CONGLETON HIGH SCHOOL KS3 ENGLISH CURRICULUM MAP

YEAR 7	UNIT 1 Storytelling – Transition Unit (4 weeks)	UNIT 2 Poetry from Around the World (8 weeks)	UNIT 3 <i>Frankenstein</i> Play by Philip Pullman (8 weeks)	UNIT 4 Crime (8 weeks)	UNIT 5 Introduction to Shakespeare and <i>A Midsummer Night's Dream</i> (8 weeks)
	<p>As an introduction to KS3 English at CHS, pupils will complete a Storytelling unit. Students will learn about the origins of oral storytelling, Aesop's fables, and moral tales. Pupils will study fairytales, character stereotypes, Propp and Freytagg's narratives. Short extracts including <i>The Lion the Witch and the Wardrobe</i>, <i>Wolf Wilder</i>, <i>The Witches</i>, <i>A song of Fire and Ice</i> and <i>The Hobbit</i> will be used to allow analysis of character, setting, authorial methods and to inspire creative writing. Subject specific vocabulary will be taught throughout the unit and spelling, grammar and punctuation skills will be tailored by teachers for their specific classes.</p>	<p>Pupils will be introduced to poetry in Year 7 through Poetry from Around the World. Students will learn/revise poetic techniques and be able to recognise them in poetry. Students will also learn how to approach unseen poems and annotate effectively. Pupils will also study the context of each poem in order to appreciate the different backgrounds, ethnicities, and experiences of the authors and how this may impact upon what they wrote. Themes such as race and identity will be explored. Using the techniques studied students will write creatively, producing their own poems. Poems studied include: <i>Six o clock News</i> <i>Nothing's Changed</i> <i>Blessing</i> <i>Not My Business</i> <i>Lament for Syria</i> <i>Limbo</i> <i>Presents for my Aunts...</i> Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>	<p>Pupils will be introduced to drama texts and the Gothic genre by studying <i>Frankenstein</i> the play by Philip Pullman. Students will learn/revise dramatic techniques and vocabulary and gain an understanding of stagecraft and how a playwright may use certain dramatic techniques to have a specific effect on the audience. They will study the playwright's portrayal of characters, themes and settings. Students will also study the context of <i>Frankenstein</i> exploring the Gothic genre and studying extracts from the novel. Comparisons between the novel and the stage play adaptation will also be examined. Pupils will also study the life of a female author in the 19th Century focusing on Mary Shelley. Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>	<p>Students will complete a unit of work on crime. They will study Detective Fiction and will also study non-fiction texts – True Crime examples including articles and extracts from the 19th, 20th and 21st century. Students will also study the context of the texts focusing on life in the 19th century and crime and punishment at the time. Students will develop their close analysis skills and will annotate texts, focusing on the effect of authorial methods. There is also a focus on transactional writing. Pupils will learn how to structure a persuasive argument and make their points in a convincing way. Authors that will be studied include: Arthur Conan Doyle Agatha Christie, Patricia Cornell, Alexander McCall Smith. Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>	<p>Pupils will be introduced to Shakespeare in Y7 by exploring William Shakespeare and his life and times. They will study the types of plays Shakespeare wrote and will take a detailed look into Elizabethan Society to enable them to consider how this affected what he wrote. Students will focus on the play <i>A Midsummer Night's Dream</i>. Pupils will revise the varied dramatic techniques exploring how character roles and expectations are presented through language, plot, characters and stage craft with links to social and historical context. Students will study the play focusing on key scenes and work on translation, annotation, and analysis. Themes such as love and desire will be studied. Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>

CONGLETON HIGH SCHOOL KS3 ENGLISH CURRICULUM MAP

YEAR 8

	UNIT 1 Adventure – (8 weeks)	UNIT 2 Novel Study <i>Refugee</i> by Alan Gratz (10 weeks)	UNIT 4 Conflict Poetry (8 weeks)	UNIT 5 <i>Macbeth</i> (10 weeks)
	<p>Pupils will begin Year 8 by completing a unit on Adventure writing. Students will study the features of the genre and what methods writers use to engage their readers including narrative structure, building tension, creating convincing characters, setting, sensory language, narrative viewpoint and building pace in writing.</p> <p>Students will study a variety of extracts from the Adventure Genre such as, <i>Jaws</i>, <i>The Bourne Imperative</i>, <i>Millions</i>, <i>Siberia</i>, <i>Stormbreaker</i>, <i>Scorpia</i> and clips from some adventure films.</p> <p>These will allow pupils to develop their analysis and annotation skills and also inspire creative writing.</p> <p>Pupils will also have the opportunity to plan and write their own adventure story</p> <p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>	<p>Students will complete a unit of work on the novel <i>Refugee</i> by Alan Gratz. They will study the novel and will also study non-fiction texts – articles and news reports which document the refugee crisis today</p> <p>Students will also study the context of the text. As <i>Refugee</i> is narrated from three different viewpoints, students will learn about the different time periods and what events caused these children to become refugees.</p> <p>Students will develop their close analysis skills and will annotate sections of the novel and also the non-fiction texts, focusing on the effect of authorial methods. Students will also study the portrayal of refugees in the media.</p> <p>There is also a focus on transactional writing. Pupils will revise how to structure a persuasive argument and make their points in a convincing way</p> <p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>	<p>Students will return to poetry in Year 8 by studying a range of poignant poems which are descriptive of different War experiences (Contemporary and Literary Heritage) with the theme of conflict. They will revise poetic techniques and be able to recognise them in poetry. Students will also revise how to approach unseen poems and annotate effectively.</p> <p>Poems studied include: <i>In Flanders Fields</i>, <i>Who's for the Game?</i>, <i>Anthem for Doomed Youth</i>, <i>Out of the Blue</i>, <i>The Right Word</i>, <i>At the Border</i>, <i>Dulce et Decorum Est</i></p> <p>Students also study war Propaganda. They will also be looking at non-fiction writing by soldiers and will complete some creative letter writing in the voice of a soldier at war. Pupils will also be taught how to structure a literature essay effectively.</p> <p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>	<p>Pupils will revisit Shakespeare in Y8 through their study of the play <i>Macbeth</i> They will revise their knowledge of William Shakespeare and his life and Elizabethan/Jacobean society.</p> <p>Pupils will revisit the varied dramatic techniques exploring how character roles and expectations are presented through language, plot, characters and stage craft with links to social and historical context.</p> <p>Students will study the play focusing on key scenes and work on translation, annotation, and analysis. Themes such as witchcraft and the supernatural, and ambition will be studied in relation to the play.</p> <p>Specific character studies will give pupils a more detailed understanding of character motivation and the play as a whole –especially focusing on <i>Macbeth</i> and <i>Lady Macbeth</i></p> <p>Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>

CONGLETON HIGH SCHOOL KS3 ENGLISH CURRICULUM MAP

	UNIT 1 Dystopian Fiction (7 weeks)	UNIT 2 <i>The Hate U Give</i> by Angie Thomas (8 weeks)	UNIT 3 The History of Rhetoric (8 weeks)	UNIT 4 Gothic (8 weeks)	UNIT 5 Conflict Poetry – GCSE Anthology Introduction (5 weeks)
YEAR 9	<p>Pupils will begin Year 9 by completing a unit on Dystopian fiction. Students will study the features of the genre and what methods writers use to engage their readers including narrative structure, building tension, creating convincing characters, setting, and building pace in writing. Students will study a variety of extracts from the Dystopian genre such as, <i>The Hunger Games, Delirium, 1984, Harrison Bergeron, Divergent, Do Androids Dream of electric Sheep?</i> and clips from some dystopian films. These will allow pupils to improve their analysis and annotation skills and also inspire creative writing. Pupils will also have the opportunity to plan and write their own dystopian story. Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes</p>	<p>Students will complete a unit of work on the novel <i>The Hate U Give</i> by Angie Thomas. They will study the novel and will also study non-fiction texts – articles and news reports which document the Black Lives Matter movement. Students will also study the context of the text. As <i>The Hate U Give</i> is narrated from the point of view of an African American teen, pupils will be taught about the Black Lives Matter movement. Students will develop their close analysis skills and will annotate sections of the novel and also the non-fiction texts, focusing on the effect of authorial methods. Students will also study the portrayal BLM and wrongful deaths of African Americans in the media. Pupils will revise how to structure a literature essay effectively. Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes</p>	<p>Pupils will study famous speeches from throughout time in order to learn the art of rhetoric. Pupils will learn the key features of rhetoric based on the Ancient Greek framework ‘Ethos, Logos and Pathos’ and apply these to their own speech writing. Aristotle, Alexander the Great, Emmeline Pankhurst, William Shakespeare, Sojourner Truth, MLK, Michelle Obama. Malala Yousafza, Emma Watson and Greta Thunburg will be studied. Students will continue to develop their analysis skills by annotating these speeches and become confident in identifying the rhetorical devices used to engage their audiences. Pupils will then be able to use these devices themselves by writing a persuasive speech. Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>	<p>In Year 9 pupils will revisit the Gothic genre. They will revise their knowledge of the conventions of the genre and the historical context surrounding what made Gothic Fiction so popular in the 19th century. Students will study the features of the genre and what methods writers use to engage their readers including narrative structure, building tension, creating convincing characters, setting. Students will continue to develop their analysis skills by annotating extracts from Gothic texts including <i>Frankenstein, Great Expectations, Wuthering Heights, The Woman in Black, Dracula, Jekyll and Hyde</i> focusing on the effect of authorial methods. Students will practise their comparison skills, comparing Gothic vs Modern Day Vampires. Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes</p>	<p>As pupils come towards the end of KS3 they will use the skills learnt throughout Year 7 – 9 to begin to study the GCSE Conflict Anthology. Pupils will study the poems <i>Exposure, Remains and Charge of the Light Brigade</i> revisiting their knowledge of Conflict poetry from Year 8 and revising the contextual information relevant to each poem. They will revise poetic techniques and be able to recognise them in poetry. Students will also revise how to approach unseen poems and annotate effectively. Pupils will also complete detailed analysis of authorial methods and discussion of the writers’ opinion on war and conflict. Subject specific vocabulary will be taught throughout the unit. Spelling, grammar, and punctuation skills will be tailored by teachers for their specific classes.</p>