

<u>KS3 English Long Term Plan</u>	<u>Topic</u>	<u>How is it assessed?</u>	<u>Key Words to include in study</u>	<u>Links to previous learning</u>	<u>Links to wider curriculum</u>
Autumn 1	<p>The War Game by Terry Deary</p> <p>Writing a scene description.</p> <p>Selecting information from a text, inference, structure of a text, writer's craft and language connotations.</p> <p>Conventions of descriptive writing, redrafting and rewriting.</p>	<p>Summative Writing Assessment: Extended piece of writing (descriptive) Describe the scene of children playing in water.</p> <p>Formative Writing: Describe the scene of British and German soldiers playing football.</p>	<p>Suggests Sentence structure Emotive language Narrator Onomatopoeia Metaphor Simile Alliteration Hyperbole Personification Oxymoron Invasion Colonisation Annexed Cause Assassination Tension Alliance War</p>	<p>As the first scheme in KS3, this provides an understanding of, and opportunity to assess, pupils' capability in comprehension, language analysis and written accuracy.</p> <p>For pupils it builds the foundations of the approach to textual analysis at secondary school by explicitly teaching each analytical skill, e.g. inference, which is then built upon in every later scheme.</p>	<p>This text broadens pupil understanding through its relevance social situations (e.g. war – peace. helping pupils develop a social conscience and the weight of the comments and decisions that they make.</p> <p>It explores different situations, and how we can adapt as humans to suit our environment or situation.</p>
Autumn 2	<p>A Christmas Carol</p> <p>Canonical Victorian novel by Charles Dickens.</p> <p>Context of Victorian England, presentation of character (Scrooge, Marley, GOC Past, GOC Present, GOCYTC, The Cratchits), structure across a novel including how a character changes, use of Victorian language</p>	<p>Formative Reading Assessment: Students will be given an extract based around ghosts and will complete a GCSE styled question.</p> <p>Summative Reading Assessment: How does the character of Scrooge change throughout the novel? Extract and wider novel.</p>	<p>Solitary Remorse Suffering Society Victorian Similes Synonym Tension Atmosphere Annotate Chronological Summarise Justify</p>	<p>Reading the whole of the novel fits the KS3 National Curriculum focus on reading whole books and studying at least two authors in depth each year.</p> <p>OSSS introduces Victorian context and language, which is essential for Jekyll and Hyde in Y10, and to the Victorian narrative form, built upon in Gothic Narratives (Y10).</p>	<p>This text broadens pupil understanding through its relevance social situations (e.g. poverty and social class and attitudes. It develops a social conscience and the weight of the comments and decisions that they make.</p> <p>It explores the issue of charity, poverty and ignorance.</p> <p>Links to careers – social work – charity work.</p>

<p>Spring 1</p>	<p>Poetry</p> <p>Poetry from other cultures.</p> <p>Analyse and discuss what culture means.</p> <p>Identify a range of linguistic features within a variety of poems.</p> <p>Identify themes within the poems.</p> <p>Create a poem or rap.</p>	<p>Writing Assessment: Create a poem/rap using a variety of linguistic techniques on a culture of your choice.</p>	<p>Adjective Message/Theme Simile Metaphor Rhyme Culture Tradition Attitudes Religion Stanza Personification Onomatopoeia Poetry Rap</p>	<p>This unit starts to broaden pupil’s cultural capital by introducing to a range of cultures – youth, religious, race etc.</p> <p>This will be undertaken by first discussing different cultures within society and then analysing how poets express their own and other cultures by the use of poetry and the linguistic techniques used to express feelings/opinions.</p> <p>Students will attempt to write a poem, focusing on a culture of their choice.</p>	<p>This text broadens pupil understanding through its relevance of cultures. It develops a social conscience and the weight of the comments and decisions that they make about other cultures.</p> <p>Links to careers: Actor, director, scriptwriter, poet.</p>
<p>Spring 2</p>	<p>Gothic Narratives</p> <p>The Tell-Tale Heart by Edgar Allen Poe</p> <p>The Woman in Black by Susan Hill</p> <p>Frankenstein by Mary Shelley</p> <p>Writing a Gothic narrative.</p> <p>Understanding of the Gothic genre and its conventions, structure of narratives, character development.</p>	<p>Formative Writing Assessment: Write the opening of a gothic narrative.</p> <p>Formative Reading Assessment: Analysis of The Tell-Tale Heart by Poe.</p> <p>Summative Writing Assessment: Write a short narrative from a choice of 4 titles.</p>	<p>Gothic Dramatic Terrifying Supernatural Panicking Agitated Accuracy Re-draft Conventions Setting Protagonist Antagonist Connectives</p>	<p>This unit continues to broaden pupils’ cultural capital by introducing them to the genre of Gothic and its links to Romantic and Victorian literature, as well as the work of canonical figures like Poe and Shelley.</p> <p>Victorian context builds on OSSS and this context as well as the understanding of the Gothic genre prepares students well for the study of Jekyll and Hyde in Y10.</p> <p>The introduction to narrative is widened considerably by the Art of Writing unit in Y10.</p>	<p>These texts will enhance student’s knowledge of old gothic narratives vs modern day narratives. It will also give them an insight into historical context and religious context.</p> <p>Links to careers: Film critic, novelist.</p>
<p>Summer 1</p>	<p>Forms of Media</p> <p>Coach Carter – Film by Thomas Carter.</p> <p>Writing a film review, analysing persuasive speeches, persuasive</p>	<p>Formative Writing Assessment: Watch a movie and write a film review.</p> <p>Formative Writing Assessment: Watch a short document and write a review about it.</p>	<p>Media Subtle Victorious Resilient Motivated Inspirational Exhilarating Theme</p>	<p>This unit is sequenced as to pick up the themes in earlier years (crime, punishment and gang culture) and bring these together, along with the themes of race and social class.</p>	<p>We consider this topic extremely important for pupils’ wider education on themes such as racism and societal inequality.</p> <p>Links to careers: Film critic, public speaking skills,</p>

	techniques, presentation of character, themes of a text (gang culture, racism, identity).		Negative/positive connotations Layout Director Screenwriter Actor		journalist.
Summer 2	Animals in Captivity: Non-fiction reading and writing	Formative Reading Assessment: How does the writer present SeaWorld as a positive environment? Summative Writing Assessment: Write a persuasive speech for your year group arguing for / against a ban on animals in circuses.	Endangered Humane Mystical Unnatural Domesticated Mistreatment Enraptured Captivity Retrieval Comparison Annotate Persuasive Purpose Introduction Conclusion	Speaking and Listening helps to meet the Oracy focus of the KS3 National Curriculum for English. Pupils in Autumn 1 began to develop textual analysis skills on a fiction text, this is expanded in this unit by developing these textual analysis skills on non-fiction texts.	Links to careers: Journalism, editing, public speaking skills.

ENGLISH THREE YEAR CURRICULUM PLAN		KEY STAGE 3	
YEAR 1		YEAR 2	YEAR 3
Term 1		Term 1	Term 1
Short stories -Terry Deary WW1		William Shakespeare Macbeth	Short stories – mental health
A Christmas Carol		Poetry – Religions - festivals around the world	Poetry - Mental health
Term 2		Term 2	Term 2
Poetry Poetry from other cultures		Oliver Twist	Good Night Mr Tom WW2
Gothic Narratives		Boy in the Striped Pjs	Life as a child refugee – modern text?
Term 3		Term 3	Term 3

Forms of Media (Film) Coach Carter	The Twits – Roald Dahl	Shakespeare – Romeo and Juliet
Animals in Captivity Non-Fiction	The Diary of Anne Frank WW2	Love and relationships – poetry – fiction and non-fiction