

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject Specific Literacy	Cross-Curricular Links
	Components (Key concepts)	Composite (Bigger Picture)	Components (Key concepts)	Composite (Bigger Picture)	What is being assessed, how and when?	Key Vocabulary	Including Personal Development and SMSC
Autumn Term 1	<p>Writing the World SOL</p> <p>Students explore and understand typical stories and issues in popular films and documentaries about the natural world; how titles, taglines and blurbs are used in nature documentaries to summarise information and attract attention; how writers and presenters use simile and metaphor to describe the natural world; how creatures and settings in the natural world are described in close detail; why writers choose the past or present tense; how to use prepositional phrases to show where events take place.</p>	Students will consider how creatures and features of the natural world are presented through a range of non-fiction text types.	<ul style="list-style-type: none"> * How titles, blurbs and language features are used to capture interest. * How the use of precise nouns and expanded noun phrases can summarise information and attract the reader's attention. * How to use similes and metaphors within descriptions; * How noun phrases, verbs and comparisons are used to make descriptions lively and interesting. 	Students will apply their learning and write a lively and detailed description of a creature or feature of the natural world, focusing their attention on language choices and their effects.	Write a description of a creature or feature of the natural world in close up detail and write a campaign text that informs and persuades the reader to act.	Documentary, natural, campaign, creature, environment, adaptation, conservation, endangered, extinction, erosion, pollution, organism.	<p>Social – using social skills in different contexts; Moral – understanding the consequences of actions; Spiritual – experiencing fascination, awe and wonder; Cultural – participating in and responding to cultural activities.</p> <p>Personal Development Themes: Climate Change The Environment</p> <p>Cross-curricular Link: History, PSHE, Reading, Geography, Science</p>
Autumn Term 2	<p>War & Conflict SOL</p> <p>Students will explore and understand a variety of poetic, fiction and non-fiction texts written during times of war and conflict; understand and explore the social and historical context of WW1 war poetry and propaganda; analyse poems in detail; analyse language, structure and context of poems; identify language devices and interpret how they contribute to the meaning of a poem; compare poems; explore the 'story' of poems; consider themes within poems; express personal opinions after reading; consider personal contexts of poets.</p>	Students will gain an insight into other lives and worlds; engage with the writing of a variety of influential writers from the English literary canon.	<ul style="list-style-type: none"> * How to annotate and track a text/poem. * How to structure a response to an essay question. * How to use apt and judicious quotations. * How to use subject terminology to discuss the writer's methods and ideas. 	Students will analyse poems, demonstrate understanding of writers methods, using academic language and embed quotations in their responses.	Essay response: How do poets convey the horrors of war?	Remembrance; cenotaph; memorial; propaganda; armistice; patriotism; trauma; casualty; battlefield; soldier; artillery; invasion; neutrality; genocide; mobilization; refugees; ceasefire; alliance; diplomacy; trench; war; conflict; poetry; enjambement; personification; alliteration; rhyme; stanza; symbolism; tone; imagery; metaphor; simile.	<p>Social – exploring conflict and how it is resolved; Moral – recognising right and wrong; Spiritual – understanding human feelings and emotions; Cultural – considering British history (World War One).</p> <p>Personal Development Themes: Remembrance Sunday Democracy and Diplomacy Friendship and Alliances</p> <p>Cross-curricular Link:</p>

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Spring Term 1	<p>Whodunnit? SOL</p> <p>Students will understand how to write instructions; the conventions of tabloid newspaper articles; how to write a piece of advice; the conventions of writing for social media; the features of a formal letter; the features of a persuasive speech; the features of a broadsheet newspaper article; explore the features of a report; explore ways to plan a non-fiction text.</p>	<p>Students will investigate a fictional murder, study a range of different non-fiction text types and complete a written assessment.</p>	<ul style="list-style-type: none"> * How to use a range of vocabulary and punctuation appropriate to audience and format. * How to include plenty of detail, using quotes, facts and other devices where appropriate. * How to use the conventions of different formats in their own writing. 	<p>Students will be able to apply critical thinking skills to solve problems and make informed decisions; demonstrate the ability to interpret and evaluate evidence from the text to support analysis; communicate effectively and present findings in a clear and organised manner.</p>	<p>Write a newspaper article detailing the case and explaining that an arrest will be made tomorrow.</p>	<p>Murder; mystery; non-fiction; text; types; crime; suspect; detective; alibi; clue; motive; means; opportunity; witness; interrogate; solve; suspense; red herring; accomplice; incriminate; autopsy; allege; forensics.</p>	<p>Social – developing personal qualities and using social skills; Moral – recognising right from wrong; Spiritual – exploring the values and beliefs of others; Cultural – exploring, understanding and respecting diversity.</p> <p>Personal Development Themes: The Law</p> <p>Cross-curricular Link: Reading, Drama. History, PSHE</p>
Spring Term 2	<p>Alter Egos SOL</p> <p>Students will explore and understand the concept of an alter ego; how to use verbs to create a vivid image in the reader's mind; how narrative viewpoint can affect the reader's response to a text; how synonyms and intensifiers can be used to add emphasis to writing, creating a grotesque; how writers use narrative voice to create a sense of split identity;</p>	<p>Students will explore the concept of alter egos, looking at celebrity and fictional examples; write about their own alter egos, in a short story using a range of features for effect.</p>	<ul style="list-style-type: none"> * How writers use repeated noun phrases and imperatives to create a sense of certainty and engage the reader. * How to use noun phrases to add descriptive detail. * How synonyms and intensifiers can be used to add layers of meaning. * How to elaborate simple sentences to provide narrative description. * How to use short sentences for dramatic 	<p>Students will be able to apply a range of grammatical features for effect; choose an appropriate narrative viewpoint; create a tone of authority within their own writing and encourage the reader to suspend their disbelief.</p>	<p>Craft a short story extract using a range of features for effect and Write a crisis piece.</p>	<p>Alter; ego; imperative; certainty; crisis; drama; immediacy; persona; dual identity; mask; secret identity; pseudonym; split identity; doppelgänger; incognito; impersonate; transformation; concealment; identity crisis; anonymity; camouflage.</p>	<p>Social – participating and cooperating with others;; Moral – recognising right and wrong; Spiritual – understanding human feelings and emotions; Cultural – understanding and appreciating personal influences.</p> <p>Personal Development Themes: Emotional Wellbeing</p> <p>Cross-curricular Link:</p>

			effect.				History, PSHE, Reading, Drama.
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Summer Term 1	<p>Macbeth SOL Students will read (or watch) the play and understand, analyse and evaluate the text; form initial impressions of key characters; analyse Macbeth's thoughts and feelings throughout the play; evaluate the character of Macbeth; explore motivations and language used by Macbeth; evaluate the changes to the character of Macbeth during the course of the play; evaluate how the pressure is beginning to mount on Macbeth at the end of the play.</p>	Students will understand the context of the play; the structure of the play; dramatic conventions: soliloquies, asides; explore Shakespeare's use of language.	<ul style="list-style-type: none"> * How to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * How to analyse the text. * How to use the author's name in your answer. 	Students will be able to analyse, interpret and evaluate the text, considering the cultural, contextual and historical facts; analyse the character development throughout the play; write arguments to support claims with clear reasons and relevant evidence.	Multi-choice questions on literary techniques. Evaluate the character of Macbeth - To what extent do you agree that Macbeth's ambition gets the better of him, turning him from hero to villain by the end of the play?	Impression; prophecy; era; soliloquy; caesura; euphemism; guilt; destiny; manipulation; descendants; regicide; trajectory; justice; gore; ambition; traitor; epithet; progression; betrayal; monologue; tragedy; supernatural; dynasty; hierarchy; valiant; superstition; ambivalence; tyranny; regicide; ambiguous.	<p>Social – exploring guest rights in mediaeval society; Moral – recognising right from wrong; Spiritual – considering the role of the supernatural within the play; Cultural – exploring British history (Shakespearean England).</p> <p>Personal Development Themes: Monarchy Government</p> <p>Cross-curricular Link: Reading, Drama, PSHE, History, Geography</p>
Summer Term 2	<p>Ghost Stories SOL Students will understand how to write the opening to a story; create a detailed and believable setting for a story; consider how stories are structured and how that structure can be subverted; how structuring language and text can impact meaning; consider what makes a satisfying and appropriate conclusion to a story.</p>	Students will create their own short story that is organised effectively, uses a range of discourse markers, includes figurative language and ambitious vocabulary as well as accurate use of SPaG.	<ul style="list-style-type: none"> * How particular elements of a story interact; * How to compare and contrast the portrayal of characters as a means of understanding how writers of fiction use or alter history. * How to identify and analyse the use of suspense in a ghost story. * How an writer develops and contrasts points of view of different characters or 	Students will be able to write their own narrative that develops a real or imagined experience using effective techniques, relevant descriptive details and well-structured event sequences.	Craft a short ghost story.	Narrative; plot; atmosphere; imagery; symbolism; foreshadowing; dialogue; theme; point of view; conflict; setting; characterisation; climax; resolution; exposition; dynamic; static; protagonist; antagonist; symbolism; irony; perspective; omniscient.	<p>Social – understand how communities and societies functioned in the past; Moral – understand the consequences of actions; Spiritual – use imagination and creativity in learning; Cultural – understand and appreciate personal influences.</p> <p>Personal Development Themes: Spirituality and Religion</p>

			narratore in a text.					Cross-curricular Link: History, PSHE, Reading, RE.
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Subject information including exam board details

The content of the curriculum in Key Stage 3 is in line with the National Curriculum and what is offered by other local schools. It is laying the foundations for students to either return to a mainstream setting or future learning at Key Stage 4, in both GCSE English Language and GCSE English Literature.

The Key Stage 3 English curriculum intends to develop students' skills in analysing texts, using evidence to support an idea/opinion and writing in a formal, academic register as well as creatively are key skills in English.

Literary and non-fiction texts and extracts are carefully selected by teaching staff to support The Acorns School's whole-school approach to improving reading and building an embedded and sustained culture of reading for pleasure. Struggling readers receive in-class support and out-of-class intervention to improve reading fluency and, therefore, increase students' confidence in reading, writing and overall communication in preparation for future learning..

Careers linked to this subject area:

Languages Teacher: if you speak more than one language, you can travel the world and teach English to others.

Journalist: research and investigate interesting stories for TV, radio and magazines.

Digital Marketer: use cleverly chosen words to inspire, educate and convince customers with business campaigns

Language Therapist: English is all about communication and the use of words. You can help others learn to communicate.

Other careers that use English:

Law, Politics, Acting, Writing, Civil Service, Film/TV Editing, Copy Editing, Speech Therapy, Administration, Management, Digital Content Editing, Editing, Teaching, Marketing, Broadcasting, Clerical Work, Copywriting, Film/TV Production, Classroom Support, Events Management, Information Services, Publishing, Advertising, Archive Work, Public Relations, Proofreading, Librarianship, Travel and Tourism.

5 Work Skills English Will Give You:

Communication: In GCSE English Language, you will study the linguistic devices and techniques we use to communicate. Real-life examples will show you how and when to adapt your language to different people. You will become aware of how you already change your language in different situations.

Critical Thinking: Reading literature from different and similar periods will encourage you to think about how writers are influenced by social, historical and cultural contexts. You will reference examples from each text to support your ideas about how and why writers approach subjects in a particular way.

Creativity: You will produce original pieces of writing in GCSE English Language. These will include stories and various types of non-fiction writing. You will play around with language and structure to achieve different effects. You will adapt your language and style to different audiences and purposes.

Text Analysis: You will read texts with a critical and analytical eye. You will identify how the author uses specific structures, form, language and literary devices to present their ideas and evoke emotions.

Essay Writing: Essays are one of the ways that you are assessed in the GCSE English Language and GCSE English Literature. You need to think about how to present your ideas logically and use evidence to support your opinions or discount other points of view.

Enrichment Opportunities:

English teaching staff will look out for any suitable plays, events or productions to suit current schemes of learning. Where appropriate, educational visits to libraries, museums and other local attractions will be facilitated to enhance the delivery of the curriculum.