

	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	Othello SOL Students will explore Shakespeare's 'Othello'. They will start by learning about Aristotelian tragedy and how Shakespeare adapted it. They will read long extracts from across the play, and consider the presentation of Othello, Iago and Desdemona. Finally, they will look at key themes, such as jealousy.	Students will build on their understanding of Shakespearean form and language and deepen their understanding of outsiders within Shakespeare.	Students will be familiar with the play and understand the social, historical and cultural contexts of when Shakespeare was writing and how his plays would be performed.	Students will develop their analytical writing, using relevant evidence to support a topic sentence. They will also develop their ability to select relevant quotations as evidence and understand how context can shape meaning in a text. Students will understand the purpose and conventions of argumentative writing.	Analytical essay on the theme of 'jealousy' within Othello Multiple Choice Quizzes Reading Comprehension Questions	Protagonist, catalyst, hamartia, peripeteia, catharsis, anagnorisis, malcontent, diabolical, knavery, Machiavellian, treachery, epithet, honourable, misogyny, antithesis, incarnation, machination, poignant, depravity, submissive, chaste, impetuous, incredulous, hubris, epiphany, xenophobia, Jacobean, Renaissance	Social - develop personal qualities and use social skills; Moral – understand the consequences of behaviours and actions; Spiritual – explore the values and beliefs of others; Cultural – Explore, understand and respect diversity. Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance & Respect Cross-curricular Link: Drama, History, PSHE, Reading, ELSA.

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Autumn Term 2	Malevolent Characters: fiction writing SOL Students will explore the conventions of malevolent characters before learning about the techniques they can use to present their own malevolent character. They will plan and write their own piece of fiction with a malevolent character in it.	Students will build on their understanding of narrative and descriptive writing. They will start to learn about the importance of creating characters with distinct identities. Students will further develop their skills as writers by using the power of dialogue and juxtaposition.	Students will craft their own malevolent character using physical description, dialogue, effective vocabulary and figurative language.	Students will understand the key features of narrative and be able to define key terminology. They will be able to identify a range of linguistic devices and be able to identify and correct basic literacy errors in writing.	Multiple Choice Quizzes Reading comprehension questions Short writing task that includes malevolent character	Malevolent, malicious, unyielding, dishevelled, intent, cliché, juxtaposition, benevolent, protagonist, antagonist, dialogue, cohesive, integral	Social - use social skills in different contexts Moral - recognise the difference between right and wrong Spiritual - sense enjoyment and fascination when learning about others Cultural - explore and show respect for others Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance & Respect Cross-curricular Link: History, PSHE, Reading, Drama, ELSA

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Spring Term 1	A History of Language SOL Students will develop their understanding of speech writing and develop their presentation abilities.	Students will explore the history of the English language before using a single word and the Lord's Prayer to explore how language changes. They will plan, write and deliver a persuasive speech about a new word.	Students will explore the history of the English language, read an Anglo-Saxon Bible extract and compare the Lord's Prayer over time to explore how a word's meaning changes over time. They will create a new word before planning, writing and delivering a persuasive speech about the new word.	Students will understand that words can share a root, be able to identify prefixes and suffixes, so that they can use them to modify words	Multiple Choice Quizzes Write and deliver a persuasive speech about a new word. OPPORTUNITY TO RECORD SPOKEN LANGUAGE ENDORSEMENT FOR Y9 STUDENTS	Conquer, invade, colonisation, adopt, translate, paradise, hallowed, intergenerational, abbreviation, amelioration, pejoration, superlative, acronym, affixation, anecdote	Social – develop personal qualities and use social skills; Moral – investigate and offer reasoned views Spiritual – explore the values and beliefs of others; Cultural – explore, understand and respect diversity. Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance & Respect Cross-curricular Link: Reading, Drama. History, PSHE, ELSA.

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject Specific Literacy	Cross-Curricular Links
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Spring Term 2	Discussion and Debate SOL Students will solidify and build their spoken language skills. They will learn what an effective discussion is and how they can use listening skills effectively. They will look at how questions and evidence can improve discussions before practising conversations. They will then learn what a debate is, before presenting arguments and learning how to create a rebuttal.	Students will learn about the importance of building effective spoken language skills, how to form opinions and how to listen carefully to others. They will learn how they can use their active listening skills to understand and counter other people's arguments.	Students will work together to hold productive discussions and demonstrate active listening skills, move discussions forward by responding and asking questions, use evidence to elevate discussions and evaluate and practice their own discussion skills.	Students will use active listening skills to listen to others' perspectives, understand how to respond appropriately, understand how to give their opinion and advocate for themselves politely and respectfully, disagree with an opinion and resolve challenges in a respectful way and expand explanations to develop comments.	Multiple Choice Quizzes OPPORTUNITY TO RECORD SPOKEN LANGUAGE ENDORSEMENT FOR Y9 STUDENTS	Spontaneous, productive, respectful, active listening, speculative, verified, rebuttal, motion, proposition, logical, testimonial, initial	Social – use a range of social skills in different contexts. Moral –investigate and offer reasoned views, and show an appreciation of the viewpoints of others Spiritual – reflect willingly on their own experiences Cultural – participate and respond positively to the viewpoints of others Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance & Respect Cross-curricular Link: History, PSHE, Reading, Drama, PE, ELSA.

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Summer Term 1	Sherlock Holmes - Short Stories SOL Students will read and explore two famous Sherlock Holmes stories. They will read and analyse 'The Speckled Band' before using it to write a newspaper article. They will then read and analyse 'The Boscombe Valley Murder' before writing a comparison of the two stories.	Students will read Arthur Conan Doyle's original language in full and analyse two of his stories. They will also learn about the Victorian context in which he was writing.	Students will make predictions about the character, settings, and plot, analyse atmosphere and the presentation of specific characters within Conan Doyle's writing, write a newspaper article about 'The Speckled Band' case, and produce a written comparison of 'The Speckled Band' and 'The Boscombe Valley Mystery'.	Students will use reading skills to decode texts, use evidence from the text to support their argument, expand explanations, to show a clear understanding of a text, identify different word classes within a text, use a range of adjectives to describe atmosphere, understand the conventions of a newspaper and apply them appropriately within their own writing.	Write a newspaper article based on 'The Speckled Band' case Write a comparative essay Multiple Choice Quizzes Reading Comprehension Questions	Predict, era, meticulous, agitation, ferocious, suspicious, annotate, hubbub, sinister, motive, snarl, hurl, tentative, primitive, native, avarice, speculation, gravitas, concise, vigilant, juxtaposition, idyllic, sombre, perpetrator, maverick, paradoxical, quarrel, circumstantial, benefactor, dignity, red herring, subvert, simultaneously, adhere, thesis	Social – use a range of social skills in different contexts; Moral – understand the consequences of behaviours and actions; Spiritual – sense enjoyment and fascination when learning about themselves, others and the world around them; Cultural – know about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance & Respect Cross-curricular Link: Reading, Drama, PSHE, History, Geography, ELSA.

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Summer Term 2	Myths, Legends and Stories That Inspire SOL Students will read and explore a range of text types related to classical myths and legends. They will look at poetry before doing some descriptive writing inspired by poetry and paintings. They will explore Chaucer and modern retellings of myths to inspire their narrative writing.	Students will build on their understanding of fiction and creative writing and explore how writers craft vivid descriptions through powerful imagery and symbolism to make their writing more impactful.	Students will be able to write a narrative in either first or third person; recognise key features of a poem and comment on stanzas, rhythm and rhyme; understand what is meant by symbolism within a text; write in simple, compound and complex sentences and use a range of language devices including metaphors, similes, personifications and onomatopoeia.	Students will explore how myths inspire paintings and poetry; produce a piece of extended creative writing in readiness for KS4.	Multiple Choice Quiz Poetry analytical essay Full narrative piece using the five-part structure	Myth, hubris, humility, moral, ekphrastic, enjambment, trivial, apathetic, martyrdom, depict, intangible, sacrifice, solitude, stagnant, suppress, sumptuous, ensnared, plosives, oscillate, defiant, furtively, audacious, vacuous, renowned, jinni, prophet, lament, haggard	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. Personal Development Themes: Democracy Rule of Law Individual Liberty Tolerance & Respect Cross-curricular Link: History, PSHE, Reading, RE, Drama, ELSA.

Subject information:

The content of the English curriculum in Key Stage 3 is in line with the National Curriculum and what other local schools offer. 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 confident, articulate and accurate readers, writers and speakers. Students read a diverse range of increasingly complex and deep texts, write for a wide range of purposes with technical accuracy, and have multiple opportunities to develop their spoken language capabilities.

Students regularly read a range of text types as a group and individually, have frequent opportunities to develop personal responses to texts, and build their background knowledge, tier 2 vocabulary and fluency to support comprehension.

Writing for a range of purposes, expressing creativity and building writing stamina are developed alongside a deep understanding of grammar, sentence construction, disciplinary writing and underlying spelling patterns.

Frequent opportunities to develop the components of spoken language are included throughout the curriculum, and each lesson provides students with multiple opportunities to talk and express their opinions.

Text choice represents a diverse range of voices, backgrounds and cultures, so the curriculum provides windows and mirrors to all pupils.

The Key Stage 3 English curriculum is ambitious for all students by offering a 'low floor' and 'high ceiling' in each lesson. All students can follow the same pathway through the curriculum, regardless of their starting point. The curriculum is designed to ensure it is possible for all students to attempt the written questions and tasks. Teachers are expected to adapt lessons, support, and scaffold learning according to the needs of students within the context.

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 English lessons, 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 readiness for 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.