

|               | 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 | <b>Step Into the Unknown SOL</b><br>Students will use and build on their knowledge of fiction and descriptive writing; introduce analytical reading and creative writing; build on their understanding of sentence structure and variation, and start to utilise it to create atmospheric settings. | Students will secure and extend their knowledge of key sentence grammar before reading and emulating the extracts.     | Students will be able to write complete sentences and correct sentence fragments, respond to unseen texts, use precise vocabulary in their descriptive writing, extend their use of sentence types and punctuation in their creative/descriptive writing; use precise evidence to support an idea; use sensory and figurative language to create an atmospheric setting; develop explanation in analytical writing. | Students will develop their fiction reading and creative writing by reading extracts from famous fiction and then emulating key techniques in their writing. | <b>Create a piece of analytical writing that explores how the writer uses a variety of methods to create a particular effect.</b><br><br><b>Write an unsettling description using a wide range of language devices, as well as punctuation and sentence types chosen for effect.</b><br><br>Multiple Choice Quizzes<br><br>Reading Comprehension Questions             | Extract, Tone, Character, Contrast, Atmosphere, Semantic field, Effect, Accurate, Vary, Evoke, Mood, Visualise, Infer, Predict, Embed, Present, Setting, Sensory, Ambitious, Represent. | <b>Social</b> – Use a range of social skills in different contexts.; <b>Moral</b> – Understand and appreciate others' viewpoints and opinions.; <b>Spiritual</b> – Sense enjoyment and fascination when learning about themselves, others and the world around them; <b>Cultural</b> – Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.<br><b>Personal Development Themes:</b><br>Democracy<br>Individual Liberty<br>Tolerance and Respect<br><b>Cross-curricular Link:</b><br>Drama, History, PSHE, Reading, Geography, Science, ELSA. |
| Autumn Term 2 | <b>Literary Perspectives from the First World War SOL</b><br>Students will develop their knowledge and understanding of power and conflict. They will explore how various writers have responded to the horrors of war and start to compare how they present these key themes.                      | Students will explore and compare texts written about the First World War and then plan and write a comparative essay. | Understand why people write about war, analyse the presentation of warfare and trauma, explore the symbolism and motifs within literary texts from the First World War and develop transactional (letter) writing skills.   | Students will explore modern literature and consider the themes of power, control and oppressive regimes.  | <b>How is 'trauma' presented in literary texts from the First World War?</b><br><br><b>Imagine you are a soldier serving in the First World War. Write a letter to a loved one from the trenches.</b><br><br><b>Debate different interpretations of literary texts from the First World War.</b><br><br>Multiple Choice Quizzes<br><br>Reading comprehension questions | Profound, Specific, Propaganda, Symbolise, Harrowing, Pervasive, Frenetic, Perceptive, Proximity, Ignorance, Tangible, Theme, Motif, Sacrifice, Vivid,                                  | <b>Social</b> – Explore conflict and how it is resolved; <b>Moral</b> – Recognise right and wrong; <b>Spiritual</b> – Understand human feelings and emotions; <b>Cultural</b> – Consider British history (World War One).<br><b>Personal Development Themes:</b><br>Democracy<br>Rule of Law<br>Individual Liberty<br>Tolerance and Respect<br><b>Cross-curricular Link:</b><br>History, PSHE, Reading, Drama, ELSA   |

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| Spring Term 1 | <b>A Midsummer Night's Dream SOL</b><br>Students will develop their understanding of William Shakespeare and the concept of 'outsiders.' They will begin to analyse more of Shakespeare's form and techniques, as well as read more of Shakespeare's language. They will move from creative responses to Shakespeare towards analytical responses. This scheme of learning will also deepen their understanding of genre, form and the role of outsiders and the supernatural in Shakespeare. | Students will read and explore Shakespeare's comedy <b>'A Midsummer Night's Dream'</b> . They will focus on the character of Puck and the theme of the supernatural, and analyse their role and importance at different points in the play. | Students will explore the plot and genre of <b>'A Midsummer Night's Dream'</b> as well as consider the presentation of Puck and how the context influences this. They will also consider the question: <b><i>Is Puck an obedient servant or an irreverent joker?</i></b> before writing an analytical essay. | Students will focus on the character of Puck and the theme of the supernatural, and analyse their role and importance at different points in the play. | <b>Analytical essay about Puck and the supernatural.</b><br><br><b>Multiple Choice Quiz</b><br><br><b>Reading Comprehension Questions</b>   | Theme, Act, Genre, Intricate, Patriarchy, Conflict, Context, Supernatural, Bewitch, Equality, Malevolent, Mischievous, Folklore, Foreshadow, Imperious, Sinister, Contrast, Hierarchy, Disorder, Restore, Malicious, Vile, Anoint, Mock, Consequence, Monologue, Irreverent, Contemptuous, Crude, Remorseless, Pageant, Resolution, Antidote, Epilogue, Censor, Perceptive, Ambiguous, Capricious, Thesis, | <b>Social</b> – Develop personal qualities and use social skills; <b>Moral</b> – Understand the consequences of behaviours and actions; <b>Spiritual</b> – Explore the values and beliefs of others; <b>Cultural</b> – Explore, understand and respect diversity.<br><br><b>Personal Development Themes:</b><br>Rule of Law<br>Individual Liberty<br>Tolerance and Respect<br><br><b>Cross-curricular Link:</b><br>Reading, Drama, History, PSHE, ELSA.  |
| Spring Term 2 | <b>Poetry About Place and Home SOL</b><br>Students will explore a wide range of complex poetry and start to use analytical skills to explore the methods writers use to respond to place. They will also start to emulate those more complex techniques so that their poetry writing and appreciation become more accomplished.   | Students will read and respond to poems that explore links between place and identity. They will then write and perform their own poems about place and home.   | Students will consider the nature of 'home', explore, analyse and compare memories of 'home' within poetry, as well as develop their own ability to write and perform a poem about place and home.   | Students will develop their appreciation of poetry and explore modern literature in terms of identity, belonging and community.                        | <b>Emulate poetic devices and techniques to create and perform their poem about place and home.</b><br><b>Analytical essay on the methods writers use to respond to place.</b><br><b>Multiple Choice Quiz</b><br><br><b>Reading Comprehension Questions</b> | Contrast, Realistic, Attitude, Vivid, Nostalgia, Unique, Preposition, Belonging, Immigrant, Pride, Identity, Migration, Region, Anthem, Indigenous, Colonialism, Displaced, Connotations, Heritage, Architecture, Preserve, Authentic, Filter, Stylistic, Imagery, Caesura, Enjambment, Structure, Juxtaposition, Pitch, Pace, Tone, Body Language.  | <b>Social</b> – Participate in a variety of communities and social settings; <b>Moral</b> – Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination; <b>Spiritual</b> – Understand human feelings and emotions; <b>Cultural</b> – Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.<br><br><b>Personal Development Themes:</b><br>Individual Liberty<br>Tolerance and Respect<br><br><b>Cross-curricular Link:</b><br>History, PSHE, Reading, Drama, PE, ELSA. |

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| Summer Term 1 | <b>Taking A Stand SOL</b><br>Students will develop their understanding of non-fiction conventions and learn how to craft and deliver spoken language presentations.   | Students will learn about the different ways that writers have expressed their point of view across history. They will look at some of the key techniques that writers use, such as motifs and triad, before reading a speech, an article, a poem and a song. They will write and deliver their presentation. | Students will express convictions, analyse an opinion article, and consider Aristotle's triad. They will also create, plan and prepare content for a formal presentation  | Students will develop their spoken language skills and their ability to read and write a formal presentation.  | <b>Create and deliver a formal presentation on a topic of your choice.</b><br><br><b>Multiple Choice Quiz</b><br><br><b>Reading Comprehension Questions</b>        | Assert, Ballad, Lament, Vocal, Savage, Architect, Amenities, Credible, Credibility, Influential, Rhetoric, Logic, Expertise, Persistently, Inequality, Deprivation, Apartheid, Undervalued, Motif, Global, Collective, Solidarity, Recurring, Yonder, Envious, To Entreat, Dynamic, Empathy, Authority, Contentious, Strategy, Tactics, Influence, Awareness, Harsh, Widespread, Exploitation, Adapt, Clergyman, Noble, Transform, Poignant, Melancholy, Refrain, Indictment, To Reinforce, Transfer, Extend, Semantic Field, Coherence, Impact, Unbiased, Subjective, Advocate, Controversial, Speculate, Naturalistic, Tentative, Body Language, Gestures, Posture. | <b>Social</b> – Use a range of social skills in different contexts; <b>Moral</b> –Understand the consequences of behaviours and actions; <b>Spiritual</b> – Sense enjoyment and fascination when learning about themselves, others and the world around them; <b>Cultural</b> – Know about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.<br><br><b>Personal Development Themes:</b><br>Democracy<br>The Rule of Law<br>Individual Liberty<br>Tolerance and Respect<br><br><b>Cross-curricular Link:</b><br>Reading, Drama, PSHE, History, Geography, ELSA. |
| Summer Term 2 | <b>Victorian Childhood SOL</b><br>Students will develop their understanding of non-fiction writing and presentation. They will learn to create sophisticated presentations by first learning more about a topic through wide reading. They will also learn to develop a speech as part of a debate, which develops the dynamism of their spoken language. | Students will read a mixture of contemporary and nineteenth-century non-fiction texts that explore a common theme of childhood. They first read and compare texts, before writing and delivering a speech as part of a debate on Victorian working-class children.  | Students will explore the experience of child workers in the Victorian era, consider the education of poor Victorian children and explore youth justice during this period. They will also write a persuasive speech about supporting Victorian working-class children. | Students will develop dynamism within their spoken language skills, enhance their understanding of nineteenth-century literature, and improve their ability to read and write non-fiction texts. | <b>Participate in a debate about supporting Victorian working-class children.</b><br><br><b>Multiple Choice Quiz</b><br><br><b>Reading Comprehension Questions</b> | Labour, Compel, Callous, Mercenary, Correlation, Illiteracy, Destitute, Plea, Indictment, Vengeance, Harbour, Discharge, Plunder, Corrupt, Drudgery, Guileless, Unscrupulous, Humanity, Hook, Mirroring, Cohesion, Elicit, Call to Action, Destitute, Impoverished, Desperate, Civilised Society, Implore, Active Listening Skills, Body Language, Engaged, Open Question, Pace, Rhythm, Pause, Vary, Expression.   | <b>Social</b> – Understand how communities and societies functioned in the past; <b>Moral</b> – Understand the consequences of actions; <b>Spiritual</b> – Use imagination and creativity in learning; <b>Cultural</b> – Understand and appreciate personal influences.<br><br><b>Personal Development Themes:</b><br>Democracy<br>The Rule of Law<br>Individual Liberty<br>Tolerance and Respect<br><br><b>Cross-curricular Link:</b><br>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 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.