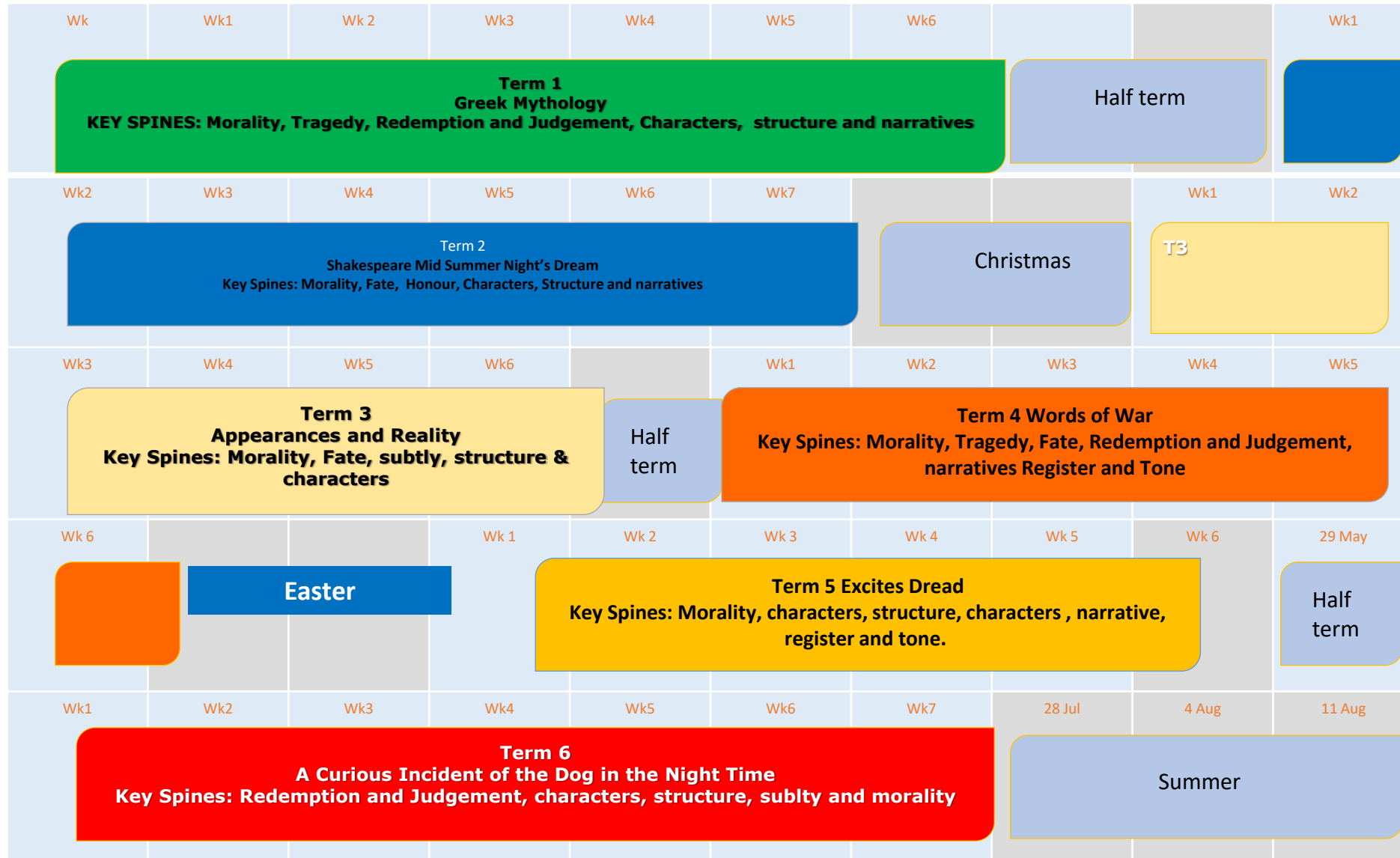


# Key Stage 3 English

# Curriculum Map Key Stage 3 2022-23



# TERM \_1 OVERVIEW ENGLISH

How does learning relate to whole school intent?

How does learning relate to whole school intent?  
 English Language and Lit allows opportunities to learn new skill whilst expanding knowledge to develop an understanding of the past and current situations/viewpoints  
 Develop a personal response to topics linked to SMSC to build upon their cultural and educational character  
 Achieve the best possible outcomes in a wide range of qualifications to open up multiple destination pathways  
 How does learning relate to subject intent?  
 When pupils leave the ELA we want them to be 'confident speakers, effective writers and enthusiastic reader' this overview allows opportunities to develop pupils in each of these areas whilst supporting their spiritual, moral, social and cultural development.

**Overview: Greek Myths and Legends 7 weeks 4 days**  
**Key Vocabulary: Archetype, morality, mythology, titan, gorgon, prophecy, allusion**  
**Words Classes: noun, verb, adjectives, adverbs, preposition, determiner, pronoun, conjunction.**

1. knowing the features of a tragedy
2. Identifying characteristics of a tragic hero
3. To understand how morality effects characterisation
4. To understand how archetypes are presented in narratives
5. Students will show understanding of crime and punishment and its importance in Greek tragedy
6. The archetypal impact of character emotion and how this is portrayed

## Skills

1. To be able to summarise a text
2. To be able to use language effectively to create character
3. To be able to use structure effectively
4. To be able to plan an extended piece of writing
5. To be able to write an extended narrative
6. To use language effectively to create an engaging story

## learners:

- Respectful to others and their surroundings
- Positive attitude and commitment to their education
- Motivated and persistent even if you face difficulty
- Consistently behaves well
- Sets goals and achieves
- High attendance

RIGHT PLACE

READY TO LEARN

RESPECT

## Reading

The Odyssey, by Homer, translated by Robert Fagles  
 Percy Jackson and the Olympians by Rick Riordan

Planned Speakers/Trips		
Assessment Baseline Assessment	Previous Learning /Memory Link Key Spines	<div><u>British Values</u> <input type="radio"/> Individual Liberty<input type="radio"/> Rule of Law <input type="radio"/> Mutual Respect <input type="radio"/> Tolerance <input type="radio"/> Democracy</div> <div><u>SMSC</u> <input type="radio"/> Social <input type="radio"/> Moral <input type="radio"/> Spiritual <input type="radio"/> Cultural</div>

E M P O W E R	TERM 2 OVERVIEW ENGLISH KS3 A Midsummer Night's Dream		RIGHT PLACE
	In term 2 pupils will be given an opportunity to study A Mid Summer Night's Dream, a comical play with clear links to Romeo and Juliet which pupils will study in Key Stage 4. As well as supporting their understanding of the world in which Shakespeare lived, pupils are given the opportunity to discuss the impact of social and gender inequality in the past and present.		
	When pupils leave the ELA we want them to be 'confident speakers, effective writers and enthusiastic reader' we are clear in our believe that this not only support aspirational destination pathways but the SMSC development our pupils. This term, pupils are offered further opportunities to develop these skills and their understanding of the key spines; morality, fate, honour, characters, structure and narratives. . MSND, continues to build upon pupils' understanding of tragedy taught in Greek Mythology and allows pupils to see how this is used for comedy effect before studying Romeo and Juliet in KS4. This term, contains elements of trickery and magic- fantastic preparation for term 3 Appearances and Reality!		
L E A R N	Key Spines: Morality, Fate, Honour, Characters and Structure. Vocabulary: Foreshadowing, irony, bildungsroman, genre, symbolism, patriarchy, sexism, tragedy, comedy, siloquoy, farce, Elizabethan, Inequality, props, poverty, civil war Words Classes: noun, verb, adjectives, adverbs, preposition, determiner, pronoun, conjunction. Technical Accuracy Focus: Sentence construction, capital letters and stop signs.		READY TO LEARN
	<div>SKILLS and Knowledge</div> <div><div>To explore the context in which Shakespeare was written</div><div><div>To describe performances at the Globe Theatre</div><div>Explore the impact of gender and social inequality</div><div>To know what is meant by the great chain of being</div><div>To list the conventions of a tragedy and a comedy</div><div>Know how Shakespeare creates a play within a play</div><div>To summarise the key events of the play</div><div>To know key characters; traits, dynamics and role in plot development</div><div>To explore the impact of structural choices; introductions, dynamics, conflict and resolution</div><div>Explore how language is used to explore feelings</div><div>To explain the effect of dramatic irony, foreshadowing and comedy in the play</div><div>To link plot and characters to key themes and context</div><div>To develop own writing by creating a comedy</div><div>TA: To use stop signs and capital letters correctly.</div></div></div> <div><div>• Respectful to others and their surroundings</div><div>• Positive attitude and commitment to their education</div><div>• Motivated and persistent even if you face difficulty</div><div>• Consistently behaves well</div><div>• Sets goals and achieves</div><div>• High attendance</div></div>		
A C H I E V E	Reading A Mid Summer Night's Dream by William Shakespeare, Suggested Reading: The Importance of Being Ernest by Oscar Wilde, Alice Through the Looking Glass Lewis Carroll, Canterbury Tales by Geoffrey Chaucer		RESPECT

## Planned Speakers/Trips

Assessment  
Sketch It/Rank It  
Starter retrieval practice  
Create your own comedy  
KS3 Termly Assessment

### Previous Learning /Memory Link

Key Spines  
T1- Archetypal characters, Female characters, structure, tragedy  
T3- Misconceptions, dramatic irony, comedy  
T6- Bildungsroman  
KS4  
Inspector Calls- role of women  
Romeo and Juliet- Tragedy, role of women  
My Last Duchess- Patriarchy, sexism

### British Values

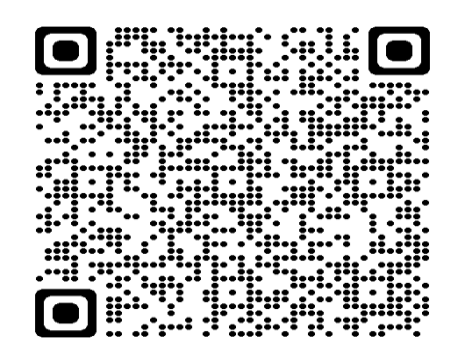
☐ Individual Liberty ☐ Rule of Law ☐ Mutual Respect  
☐ Tolerance ☐ Democracy

### SMSC

☐ Social ☐ Moral ☐ Spiritual ☐ Cultural



**Knowledge Organiser**  
**A Midsummer Night's Dream**  
**Term 2**

Tier 3 Vocabulary	Skills and Knowledge KS3-KS4 AO1-AO6	Independence
<p><b>Foreshadowing</b> An indication of what is to come</p> <p><b>Dramatic Irony</b> The situation in which the audience of a play knows something that the characters do not know.</p> <p><b>Bildungsroman</b> A 'novel of education' which the protagonist undertakes a moral or psychological journey.</p> <p><b>Patriarchy</b> A society where men are considered to have more power</p> <p><b>Tragedy</b> Is a type of drama or art form where a sorrowful or terrible event is encountered or caused by a heroic individual.</p> <p><b>Comedy</b> Is a type of drama or art form which tries to amuse the audience.</p>	<ul style="list-style-type: none"> <li>To explore the context in which Shakespeare was written</li> <li>To describe performances at the <i>Globe Theatre</i></li> <li>Explore the impact of gender and social inequality</li> <li>To know what is meant by the great chain of being</li> <li>To list the conventions of a tragedy and a comedy</li> <li>Know how Shakespeare creates a play within a play <ul style="list-style-type: none"> <li>To summarise the key events of the play</li> </ul> </li> <li>To know key characters; traits, dynamics and role in plot development <ul style="list-style-type: none"> <li>To explore the impact of structural choices; introductions, dynamics, conflict and resolution</li> </ul> </li> <li>Explore how language is used to explore feelings <ul style="list-style-type: none"> <li>To explain the effect of dramatic irony, foreshadowing and comedy in the play</li> </ul> </li> <li>To link plot and characters to key themes and context</li> <li>TA: To use stop signs and capital letters correctly.</li> </ul>	<p>Summarise each act of the play.</p> <p>Create a table listing the interactions with every key character . You could use the headings; summary, themes, quote and explanation to show what this suggests about the character.</p> <p>Research the key events between 1564-1616. What are the key historical events that happened during this time?</p> <p>Draw a picture of the Globe Theatre. If you were asked to direct a performance of <i>A Midsummer Night's Dream</i>, who would you cast? I why?</p> <p>Rewrite <i>A Midsummer Night's Dream</i> from the perspective of the people working in the theatre.</p>
<p><b><u>Tier 2 Vocabulary</u></b></p> <p>Symbols, genre, sexism, farce, Elizabethan, religion, society, prejudice, props, civil war, inequality</p>		



# WILLIAM SHAKESPEARE KNOWLEDGE ORGANISER

## Overview

**William Shakespeare** (1564-1616) was a British playwright and poet (he wrote plays and poems).

He is often considered to be the most talented writer of all time. His plays and poems are still studied and performed 400 years later!

Shakespeare lived in the 16<sup>th</sup> and 17<sup>th</sup> centuries, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays.

Some of his most famous plays include **Romeo and Juliet**, **Macbeth**, **Hamlet** and **Much Ado About Nothing**.

Some of the phrases that Shakespeare wrote have become a part of our **everyday language**!

A portrait thought to be of William Shakespeare, from around 1600.



## Times in His Life

### Early Life



-Shakespeare was born in Stratford-upon-Avon in 1564, although we don't know the exact date!

-He was the son of John Shakespeare, who was a successful glover. William was the 3<sup>rd</sup> of 8 children!

-He is thought to have been educated at King's New School.

### Marriage and Move



-At the age of 18, Shakespeare married 26-year-old Anne Hathaway.

-They are known to have had at least 3 children.

At some point around 1592, Shakespeare moved to London and began writing.

### Elizabethan Work

-The reign of Queen Elizabeth was a largely happy time in Britain, and this is shown in Shakespeare's works from the time, he wrote lots of comedies.

-His plays began to be performed by his theatre group, the Lord Chamberlain's Men, in 1594. They were known to be popular.

-Shakespeare wrote many sonnets at this time, and **Romeo and Juliet** in 1595.



### Jacobean Work



-After the death of Queen Elizabeth, her relative King James of Scotland came to rule in England. This was a darker time, and Shakespeare wrote more tragedies.

-James became the official patron of The Chamberlain's Men, and so their name was changed to 'The King's Men.' The Globe Theatre had been built at this point, and so most of Shakespeare's plays were performed there – a sign of his popularity.

## Answers to Important Questions and Key Vocabulary

What kind of poems did Shakespeare write?



-Shakespeare wrote a type of poem called a sonnet.  
-Sonnets are poems of 14 lines, which are normally about love.

Shakespeare wrote a particular type of sonnet, which is now called a Shakespearean Sonnet. There are three stanzas (paragraphs) which each have 4 lines, and rhyme ABAB. After this, there are two final lines that rhyme together (a rhyming couplet).

Was Shakespeare popular during his life?



-There is no doubt that Shakespeare was a popular playwright at the time that he was alive – his plays were performed in some of the best spots in central London! However, he has become more and more popular as his works have stood the test of time!

What are Shakespeare's most famous plays?



-Romeo and Juliet is possibly Shakespeare's most famous play. It is a tragedy about two young people who are in love, but their families do not like one another!

-Another famous Shakespeare play is Macbeth, about a soldier (Macbeth) who killed the King so that he could be king himself. Things do not turn out so well for Macbeth!

What else do we know about Shakespeare?



-Considering that he is now so famous, we know little about William Shakespeare as a person.

-Shakespeare lived a long time ago, when there was no photographs, TV, or social media!

-He was not from a famous family, and so many of his early records either don't exist or have been lost!

### Key Vocabulary

Playwright

Poet

Actor

Chamberlain's Men

The Globe

Sonnet

Comedy

Tragedy

Theatre

Bard

Sonnet




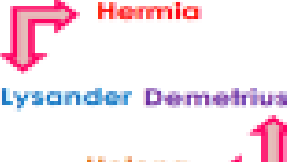
Rhyming Couplet

## Top 10 Facts!

- Shakespeare's three children were called Susanna, Hamnet and Judith.
- In total, Shakespeare wrote 154 sonnets and around 40 plays.
- He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
- The Globe Theatre was shaped like an octagon, with eight sides.
- Not many people could read at the time, so Shakespeare hung up coloured flags to let people know the type of play to be performed.
- Shakespeare's first play was called Henry VI.
- Another theatre that Shakespeare's plays were performed in was Blackfriars Theatre.
- Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and 'neither here nor there.'
- A Midsummer Night's Dream is Shakespeare's most performed play.
- Some believe that Shakespeare never existed, and was a different writer using a pen name.

## William Shakespeare Timeline

- |  |  |  |   |   |  |  |   |   |                                 |
|--|--|--|---|---|--|--|---|---|---------------------------------|
| 1564: Shakespeare is born in Stratford-upon-Avon | 1582: Shakespeare married Anne Hathaway. | 1592: The earliest records of Shakespeare in London. | 1593: Shakespeare's first poems were published. | 1594: Shakespeare's first plays were performed by Lord Chamberlain's men. | 1599: The Globe Theatre was built in London. | 1603: James I became King. Shakespeare's theatre group was renamed the 'King's Men.' | 1609: Shakespeare's sonnets were published. | 1611: He retired back to Stratford-upon-Avon. | 1616: William Shakespeare died. |
|--|--|--|---|---|--|--|---|---|---------------------------------|

<p><b>Act 1:</b> <b>Hermia</b> and <b>Lysander</b> love each other but are not allowed to marry so decide to run away to the forest to get married in secret. <b>Demetrius</b> wants to marry <b>Hermia</b>. <b>Helena</b> loves <b>Demetrius</b>. They follow <b>Hermia</b> and <b>Lysander</b> into the forest.</p>		<p><b>Theseus</b> The duke of Athens. He is a strong and strict ruler of the city.</p>	<p><b>Oberon</b> The king of the fairies who controls the love potion.</p>
<p><b>Act 2:</b> In the forest, Oberon and Titania are arguing. Oberon sees <b>Demetrius</b> and <b>Helena</b> arguing and commands Puck to use the potion on the Athenian man to make him fall in love with <b>Helena</b>. However, the first Athenian man Puck sees is <b>Lysander</b>, so he puts the love potion on him. <b>Lysander</b> falls madly in love with <b>Helena</b>.</p>		<p><b>Hippolyta</b> Theseus's bride. She was a fearless warrior.</p>	<p><b>Titania</b> The fierce queen of the fairies who falls in love with Bottom when the love potion is put on her.</p>
<p><b>Act 3:</b> Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on <b>Demetrius</b> so that he falls in love with <b>Helena</b>. As a result, both men love <b>Helena</b> so there is chaos. Puck eventually drops a herb in <b>Lysander's</b> eyes to put him back to normal.</p>		<p><b>Egeus</b> Hermia's stubborn father who wants her to marry Demetrius or be put to death.</p>	<p><b>Bottom</b> A weaver and actor who has his head turned into a donkey. Titania falls in love with him when she is under the love potion's influence.</p>
<p><b>Acts 4 and 5:</b> Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, <b>Lysander</b> and <b>Hermia</b> and <b>Demetrius</b> and <b>Helena</b>.</p>		<p><b>Hermia</b> Egeus's daughter who is in love with Lysander.</p>	<p><b>Puck</b> Oberon's mischievous servant who puts the potion on people's eyes.</p>
<p><b>Background Information</b></p>	<p><b>Key words</b></p>	<p><b>Lysander</b> He is in love with Hermia and runs away to the forest with her.</p>	<p><b>The Love Potion</b></p>
<p>Shakespeare went to a grammar school where he was taught Ancient Greek.</p>	<p><b>soliloquy</b> - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters</p>	<p><b>Demetrius</b> He wants to marry Hermia and is disgusted by Helena's love for him.</p>	<p>The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.</p>
<p>The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.</p>	<p><b>severe</b> - very strict or harsh</p>	<p><b>Helena</b> Hermia's friend who is desperately in love with Demetrius.</p>	<p></p>
<p>When the play was written, Elizabeth 1<sup>st</sup> was Queen. She decided not to get married which many people disagreed with.</p>	<p><b>conflict</b> - a serious disagreement, battle or struggle between two sides or ideas.</p>	<p></p>	<p></p>
<p>Many Elizabethans believed in and feared magic.</p>	<p><b>unrequited love</b> - If a person loves someone who doesn't love them back, the person's love is unrequited</p>	<p></p>	<p></p>
<p>Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.</p>	<p><b>to mock</b> - To mock someone is to make fun of them</p>	<p></p>	<p></p>
<p></p>	<p><b>chaos</b> - a situation where there is no order and everyone is confused</p>	<p></p>	<p></p>
<p></p>	<p><b>to resolve</b> - to solve a problem or difficulty</p>	<p></p>	<p></p>
<p><b>'A Midsummer Night's Dream': Knowledge Organiser</b></p>			

## How does learning relate to whole school intent?

In Key Stage 3, English teaching allows opportunities to learn new skill whilst expanding knowledge to develop an understanding of the past and current situations/viewpoints

Develop a personal response to topics linked to SMSC to build upon their cultural and educational character

Achieve the best possible progress to open up pathways to multiple destination pathways

How does learning relate to subject intent?

When pupils leave the ELA we want them to be 'confident speakers, effective writers and enthusiastic reader' this overview allows opportunities to develop pupils in each of these areas whilst supporting their spiritual, moral, social and cultural development.

## Appearance and Reality

Things are not always as they seem. This unit will explore how writers, poets and playwrights portray ideas and sometimes deliberately mislead their audiences through the use of narrators and language over the centuries. This builds upon students previous study of Shakespeare and Greek Mythology where appropriate but is a stand alone unit covering all areas of curriculum intent as students studying within an intended short stay provision.

**Subject Specific:** Pun, Metaphor, Simile, Verbs, Adverbs, Noun, Pronouns, Conjunctions, Adjectives, narrator, dramatic irony, figurative, homophones, themes, extended metaphor, narrative voice

Vocabulary: Illusion, hidden truth, illuminate, concealed, illicit, illusionist, mystery, perspective, unreliable, naïve,

## Knowledge and Skills English Key Stage 3

## Skills

1. How are settings and characters created? (T1, T2) **TBAT Develop own writing setting and characters**
2. Why would writers choose to use an unreliable narrator? What is the effect? **TBAT Develop own narrative through perspective**
3. How and why do writer's use extended metaphors? **TBAT Create own extended metaphors**
4. How can puns and other word forms humour? **TBAT Use puns and word play to create humorous characters**
5. Explain what are the issues around misconception and identity in the virtual and real world? (SMSC)
6. Why does Shakespeare use fool to question appearance/reality and truth/lies? (T2)

## Knowledge

1. Pixl Spine- What is a narrative? (T1)
2. Pixl Spine-What is the difference between the three types of narratives? (T1)
3. Pixl Spine-Why may a narrator be unreliable?
4. Recap what words or phrases are adverbs, similes, metaphors and verbs? (T1,T2)
5. How have the stories you have previously studied played with reality and appearance? E.g. identity, perception and appearance vs reality (T1,T2)
6. What are the issues around misconceptions and identify in the real world? (SMSC)
7. What is the role of the fool in Elizabethan History?

## Characteristics of effective learners:

- Respectful to others and their surroundings
- Positive attitude and commitment to their education
- Motivated and persistent even if you face difficulty
- Consistently behaves well
- Sets goals and achieves
- High attendance

**Reading:**

**Extracts The Night Circus, Edgar Allan Poe A Tell Tale Heart, Boy in the Striped Pyjamas, Twelfth Night, Madame Doubtfire**  
**Key Stage 3 Text: A Monster Calls**

Planned Speakers/Trips		
Assessment Sketch It/Rank It Starter retrieval practice Create your own comedy KS3 Termly Assessment	Previous Learning /Memory Link PIXL Spine Links Clear links to MSND and Greek Mythology	<div> <u>British Values</u>  <input type="radio"/> Individual Liberty             <input type="radio"/> Rule of Law             <input type="radio"/> Mutual Respect  <input type="radio"/> Tolerance             <input type="radio"/> Democracy           </div> <div> <u>SMSC</u>  <input type="radio"/> Social             <input type="radio"/> Moral             <input type="radio"/> Spiritual             <input type="radio"/> Cultural           </div>

E M P O W E R	<u>KS3 Words of War Term 4 2022-23</u> <b>How does learning relate to whole school intent?</b> In Key Stage 3, English teaching allows opportunities to learn new skill whilst expanding knowledge to develop an understanding of the past and current situations/viewpoints Develop a personal response to topics linked to SMSC to build upon their cultural and educational character  <b>When pupils leave the ELA we want them to be 'confident speakers, effective writers and enthusiastic reader' we are clear in our believe that this not only support aspirational destination pathways but the SMSC development of our pupils. This term, pupils are offered further opportunities to develop these skills and their understanding of the key spines: morality, characters and structure. .Words of War further encourages students to look at the principles of morality in difficult situations MSND, continues to build upon pupils' understanding of tragedy taught in Greek Mythology and allows pupils to see how this is used for comedy effect before studying Romeo and Juliet in KS4. This term, contains elements of trickery and magic- fantastic preparation for term 3 Appearances and Reality!</b>		RIGHT PLACE
	<u>Overview</u> This term students will cover a number of texts from the 20 <sup>th</sup> century linked to the theme Words of War. The scheme includes opportunities to understand the important role literature plays in society and politics. Students will debate the morality of war and explore how language can have a powerful effect on the reader's emotions and reinforce message. Students will have an opportunity to apply language skills, create their own charactersisation and create their own poetry. Teaching will encourage students to make links to the key spines: characters (T1-3), morality (1)and structure(1-3).		
	<b>Key Vocabulary:</b> Moral, British Values, liberty, compulsory conscription, alliteration, assonance, rhyme, patriotic, direct speech, brilliantine, chit, deficient,huns, squire, landowner, Lord Derby' scheme, Passchedandale, gilded, euphemism, irony, haiku, rhetorical question, personification, half rhyme,		
L E A R N	<u>Knowledge and Organisers</u> To explore how war could link into morality tales Compare different viewpoints regarding war Create texts which are purposeful and linked to the context in which they are written Explore how language choices and literary features can create a powerful effect Use language to appeal to your audience's emotions Appreciate the use of editing skills to make sure texts are interesting, clear and informative Explore the layers of meaning in a poem, identifying euphemism and irony. TSMILE (Analysis unseen) Explore how characterisation can reinforce the meaning of the poem Create characters which link to themes Plan and draft a poem based on the mood and atmosphere in a painting Explore how patterns of sound can reinforce the meaning of the poem Understand how the structure of the poem helps to covey its meaning Consider the effects of rhyme and imagery Create haiku poems which reinforce meaning through structure		READY TO LEARN
	<b>Characteristics of effective learners:</b> <ul style="list-style-type: none"><li>• Respectful to others and their surroundings</li><li>• Positive attitude and commitment to their education</li><li>• Motivated and persistent even if you face difficulty</li><li>• Consistently behaves well</li><li>• Sets goals and achieves</li><li>• High attendance</li></ul>		
A C H I E V E	Reading: There are numerous texts that are embedded to the Words of War unit. Alongside these texts pupils could choose to read: A Boy in the Striped Pyjamas, War Horse or A Book Thief. Class text: A Private Peaceful		RESPECT

## Planned Speakers/Trips

### Local Historical Site- Ramsgate Caves and Dover Castle

Assessment  
Sketch It/Rank It  
Starter retrieval practice  
Extended Writing  
KS3 Termly Assessment

Previous Learning /Memory Link

**Key Spines: Morality, characters, structure, characters , narrative, register and tone.**

Links to term 3- how do writers use words and phrases for a particular cause

Links to MSND- How writing reflects to historical, political and social context in which it is written

#### British Values

☐ Individual Liberty ☐ Rule of Law ☐ Mutual Respect  
☐ Tolerance ☐ Democracy

#### SMSC

☐ Social ☐ Moral ☐ Spiritual ☐ Cultural



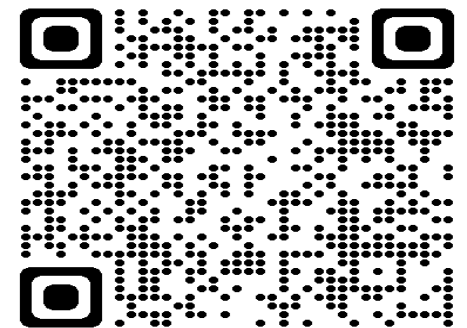


**Knowledge Organiser**  
**Words of War**  
**Term 4**

1. Explore how war could link into morality tales
2. Compare different viewpoints regarding war
3. Create texts which are purposeful and linked to the context in which they are written
4. Explore how language choices and literary features can create a powerful effect
5. Use language to appeal to your audience's emotions
6. Appreciate the use of editing skills to make sure texts are interesting, clear and informative
7. Explore the layers of meaning in a poem, identifying euphemism and irony. TSMILE (Analysis unseen)
7. Explore how characterisation can reinforce the meaning of the poem
8. Create characters which link to themes
9. Plan and draft a poem based on the mood and atmosphere in a painting
10. Explore how patterns of sound can reinforce the meaning of the poem
11. Understand how the structure of the poem helps to convey its meaning
12. Consider the effects of rhyme and imagery
13. Create haiku poems which reinforce meaning through structure

1. List all of the words you associate with war.
2. Compare two opposing viewpoints to the question: Is War always wrong?
3. Draw a character which you would expect to find in a war film
4. Recall all the conflicts which have happened in history.
5. Sing to the words of a song and write them down. Complete a TSMILE.
6. Look at any famous painting. Create a description, narrative or poem based on the painting.

Big Questions  
How does poetry help us to understand the impact of War?





## Key Learning – Words of War

### What is war?

War is the consequence of differences between nations that cannot be resolved by peaceful means.

When the First World war broke out in 1914, the writer H. G. Wells referred to it as 'the war to end all wars'.

However, since then many devastating conflicts have taken place across the globe.

All wars bring trauma, and people often turn to poetry as a way of expressing their thoughts and emotions. These can range from fierce patriotism and excitement to horror, anger and grief. Poetry can make people reflect on human behaviour in wartime.

### Remembrance Day

We wear poppies to remember those who have given their lives in battle and because they are the flowers which grew on the battlefields after World War One ended. **Poppies** available throughout the country. People make a donation to the Royal British Legion.

#### WWI

- 28 Jul 1914 – 11 Nov 1918
- The total number of both civilian and military casualties is estimated at around 37 million people.
- Conscription was introduced in Britain in January 1916,
- A conscientious objector is an "individual who has claimed the right to refuse to perform military service" on the grounds of freedom of thought, conscience, or religion
- Trenches were long, narrow ditches dug into the ground where soldiers lived all day and night.
- The threat of death kept soldiers in the trenches constantly on edge, while poor living conditions and a lack of sleep wore away at their health and stamina.
- In the middle, was No Man's Land, so-called because it did not belong to either army. Soldiers crossed No Man's Land when they wanted to attack the other side.

*"'Poetry', the poet Wordsworth reminds us, 'is the spontaneous overflow of powerful feelings', and there can be no area of human experience that has generated a wider range of powerful feelings than war: hope and fear; exhilaration and humiliation; hatred – not only for the enemy, but also for generals, politicians, and war-profiteers; love – for fellow soldiers, for women and children left behind, for country (often) and cause (occasionally)."*

#### WWII

- 1 Sep 1939 – 2 Sep 1945
- World War 2 was a battle between two groups of countries– the "Allies" and the "Axis". The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.
- Together with the Nazi Party, Adolf Hitler wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.
- Millions of Germans were imprisoned and killed because they didn't fit Adolf Hitler's image of the 'perfect' German.
- During the final stage of WW2, the United States detonated two nuclear weapons over the Japanese cities of Hiroshima and Nagasaki on August 6 and 9, 1945, respectively. The two bombings killed at least 129,000 people, most of whom were civilians.

#### Works studied:

The Soldier, Rupert Brooke, 1914  
The Sentry, Wilfred Owen 1917  
Extracts from Captain Alexander Stewart's war diaries 1916  
Memorial Tablet, Siegfried Sassoon 1918  
Base Details, Siegfried Sassoon 1918  
Paintings by Paul Nash and Otto Dix  
The Charge of the Light Brigade, Alfred Lord Tennyson 1854  
What Were They Like? Denise Levertov 1966  
Extract from All Quiet on the Western Front, Erich Maria Remarque 1928  
There Will Come Soft Rains, Sara Teasdale 1918  
Children in Wartime, Isobel Thirring 1916  
War Girls, Jessie Pope 1916  
Extract from Out of the Blue, Simon Armitage 2008

## Literary Terminology

**alliteration:** repetition of the same letter or sound at the beginning of words, e.g. *sitting silently*

**assonance:** repetition of the same vowel sounds in neighbouring words, e.g. *breathing beneath the sea*

**rhyme:** when sounds at the end of words match, usually at the end of lines of poetry

**half-rhyme:** words that have a similar sound but do not rhyme completely

**rhythm:** a strong, regular repeated pattern of movement or sound

**direct speech:** words actually spoken by someone, usually in speech marks (inverted commas)

**onomatopoeia:** word that imitates a sound, e.g. *crash*

**simile:** a comparison of one thing with another using 'as' or 'like'

**euphemism:** substituted word or phrase for something that is unpleasant or embarrassing

**irony:** saying something that is the opposite of what you mean, often for humorous effect

**rhetorical question:** a question asked for effect that doesn't require an answer

**personification:** type of imagery in which living qualities are given to inanimate objects

**standard English:** the variety of English that is regarded as correct and is used in formal situations. It can be spoken or written

**stanza:** verse

**syllables:** the 'beats' of spoken language, e.g. 'reverence' has 3 syllables

**Semantic field:** a group of words and phrases related to the same topic.

## Digging Deep

How does poetry help us understand the impact of war?

How are the messages in 20th century poetry relevant today?

How can patterns of language and sound reinforce the theme of a poem?

How can the structure of a poem help to convey its meaning?

How important is narrative voice in a poem about war?

How are rhetorical devices effective in conveying a sense of place and emotion for the reader?



## New Vocabulary

**trauma** suffering

**enlist** enrol in the armed services

**patriotic** devoted to your country

**strafe** machine gun fire

**buffeting** hit something repeatedly with force

**brilliantine** scented oil used on men's hair to make it glossy and hold it in place

**chit** note

**deficient** lacking

**Huns** slang for German soldiers

**squire** local landowner who employed people to work on his land

**war effort** coordinated mobilization of society's resources

**Lord Derby's scheme** recruitment scheme by Lord Derby to put your name on a list, only to be called up if needed

**Passchendaele** battle in which both sides suffered huge losses

**gilded** covered with a layer of gold

**petulant** upset in a childish way

**hors d'oeuvre** small savoury snack eaten before a main meal

**reverence** worship

**epic** long, historical

**paddies** rice fields

# TERM\_5 OVERVIEW ENGLISH

How does learning relate to whole school intent?

How does learning relate to whole school intent?

English Language and Lit allows opportunities to learn new skill whilst expanding knowledge to develop an understanding of the past and current situations/viewpoints

Develop a personal response to topics linked to SMSC to build upon their cultural and educational character

Achieve the best possible outcomes in a wide range of qualifications to open up multiple destination pathways

How does learning relate to subject intent?

When pupils leave the ELA we want them to be 'confident speakers, effective writers and enthusiastic readers' this overview allows opportunities to develop pupils in each of these areas whilst supporting their spiritual, moral, social and cultural development.

## Unit: Excites Dread

A unit which conflicts our emotions, we are unable to stop reading the things we dread and fear. This unit covers various gothic texts in a different era of literature from our previous study. We explore how writers are influenced, create character types and use language and punctuation to create suspense. We apply our study of the greats in gothic literature to our writing by developing characters, narratives and description through vocabulary choices, structure and punctuation. We pay particularly close attention to the following Pixl Spines: Subtly, Narrative and Characters as these are paramount skills which create key threads across our curriculum.

Note: It is especially important to read and create strong female characters to show how the role of females in literature has changed and continues to develop.

In the past, female characters were often damsels in distress or femme fatales but remember what women's rights and roles have changed.

### Key Vocabulary:

Protagonist, stock, linear, non linear, chronological, female character types (see spine), conventions, motifs, sentence structure; simple, compound, complex, ellipsis, subtly, word classes

### Knowledge

1. Recap stock, protagonist and antagonists character types
2. Know how gothic literature has been influenced and evolved in the 1800s
3. To identify different narrative structures and openings
4. To explain and identify the changing female roles in literature
5. To recap word classes verbs, nouns, adjectives and adverbs
6. To know that punctuation can be used to build suspense and mystery
7. To understand the role of subtly in gothic literature

### Skills

1. Recap narrative structure
2. Use pathetic fallacy for effect
3. To apply the conventions of gothic literature to own writing
4. To use punctuation to create suspense. Sentence structure
5. To explain how language and structure are used for effect
6. To describe how writers' use pathetic fallacy to foreshadow and create suspense
7. To develop own vocabulary
8. To develop characterisation
9. Create female characters of the past and present.

### Characteristics of effective learners:

- Respectful to others and their surroundings
- Positive attitude and commitment to their education
- Motivated and persistent even if you face difficulty
- Consistently behaves well
- Sets goals and achieves
- High attendance

Reading

The Woman in Black, Dracula, The Help, Frankenstein

RIGHT PLACE

READY TO LEARN

RESPECT

## Planned Speakers/Trips: Local historical sites

Assessment  
Sketch It/Rank It  
Starter retrieval practice  
Extended Writing  
KS3 Termly Assessment

Previous Learning /Memory Link  
Pixl Spines  
This allows pupils to make links between term 2 and 3  
explicitly and supports pupils understanding of mystery

### British Values

☒ Individual Liberty ☐ Rule of Law ☐ Mutual Respect  
☐ Tolerance ☐ Democracy

### SMSC

☐ Social ☐ Moral ☒ Spiritual ☐ Cultural

By expanding their understanding of literature and developing their reading and writing skills. To link subject to possible career opportunities

To develops students' understanding of particular points in literature to understand how literature has developed over time. To read high quality extracts and apply to own writing to develop skill, confidence and wonder of well crafted writing. To show an appreciation of the past and link to modern day concepts. We explore the ideas of redemption and judgement through a sometimes unreliable narrator and we use the clues to uncover the myetr

This term students will have an opportunity to study a modern play text. This is an opportunity to discover how play writers develop scripts for a live audience and see characters brought to life on stage.

**This forms a perfect bridge for pupils going into Key Stage 4 as the first encounter for some of a play script with a number of more adult themes to explore.**

## Word classes

- ❑ To understand the impact that autism may have on a person

- ❑ To know the key events within the play

- ❑ To know the key characters

- ❑ To identify how characters and events link to themes

- ❑ To explain the motivations of the key characters

- ❑ To identify key elements of dramatisation

- Identify and explain methods used to develop characterisation

- ❑ To link events and characters to themes and context

- ❑ To apply understanding to exam questions.

- Respectful to others and their surroundings
- Positive attitude and commitment to their education
- Motivated and persistent even if you face difficulty
- Consistently behaves well
- Sets goals and achieves
- High attendance

## A Curious Incident Play Script

### Sherlock Holmes, Life of Pi, Mice of Men

## Planned Speakers/Trips Theatre performance

Sketch It/Rank It  
Starter retrieval practice  
Create your own play  
KS3 Termly Assessment

Previous Learning /Memory LinkKey Spines  
Key Spines: Redemption and Judgement,  
characters, structure, subtly and morality

Unreliable narrators and subtly- appearances and  
reality  
Redemption and Judgement- Words of War

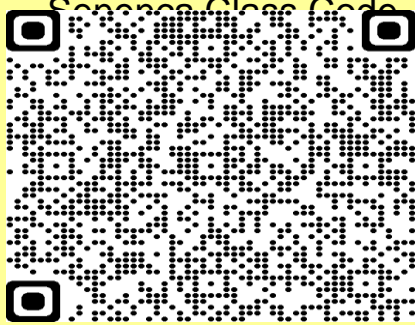
### British Values

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### SMSC

☐ Social ☐ Moral ☐ Spiritual ☐ Cultural



Tier 3 Vocabulary	Skills and Knowledge	Independence
<p><b><u>Bildungsroman</u></b> A type of novel that tells about the early moral, psychological, and intellectual development of the main character. The Harry Potter books are a modern-day example.</p>		
<p><b><u>Protagonist</u></b> The main character in a literary work.</p>	<ul style="list-style-type: none"> <li>❑ To understand the impact that autism may have on a person</li> </ul>	
<p><b><u>Motivation</u></b> The intention behind a character's action/speech. The motivation drives the action/speech in a scene and may reveal truth or hidden meaning (subtext).</p>	<ul style="list-style-type: none"> <li>❑ To know the key events within the play</li> <li>❑ To know the key characters</li> </ul>	<p><b><u>1. Consolidate knowledge of characters</u></b> Create a mind map for Judy, Ed and/or Christopher on how they are presented in the play. Include:</p> <ul style="list-style-type: none"> <li>• Events which they are involved in (AO1)</li> <li>• Key Quotes (AO2)</li> <li>• Props (AO2)</li> </ul>
<p><b><u>Dramatisation</u></b> The process of adapting the book into a play. A <u>dramatic device</u> is any use of staging that adds drama</p>	<ul style="list-style-type: none"> <li>❑ To identify how characters and events link to themes</li> <li>❑ To explain the motivations of the key characters</li> </ul>	<p><b><u>2. Order the key events and link to character</u></b> <b><u>3. Create a definition of autism</u></b> <b><u>4. Create a character description for Siobhan</u></b> 5. Check your understanding <a href="https://www.bbc.co.uk/bitesize/guides/zswtcwx/r/evision/1">https://www.bbc.co.uk/bitesize/guides/zswtcwx/r/evision/1</a></p>
<p><b><u>Subjective</u></b> To be influenced by thoughts and feelings, rather than facts</p>	<ul style="list-style-type: none"> <li>❑ To identify key elements of dramatisation</li> <li>❑ Identify and explain methods used to develop characterisation</li> </ul>	<p>6. Try this exam question.</p> <ul style="list-style-type: none"> <li>• How is Judy presented as a mother in the play?</li> <li>• How is the play presented as a mystery?</li> </ul>
<p><b><u>Tier 2 Vocabulary</u></b></p>		
<p>Love, loneliness, aggressive, determined, confused, social, miscommunication, mystery, independent, imbalance, investigate, mystery, chaos, prime numbers, honest, romantic, intelligent Dialogue, props, interactions, relationships, audience, staging, narrator Autism, separation, parental responsibilities</p>	<ul style="list-style-type: none"> <li>❑ To link events and characters to themes and context</li> <li>❑ To apply understanding to exam questions.</li> </ul>	<p>7. Visit the AQA site and attempt a second question.</p> <p>Scanned QR Code</p> 



## The Curious Incident of the Dog in the Night- time- Mark Haddon: Knowledge Organiser



### Key Vocabulary

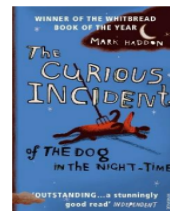
Prejudice	Having an opinion that is not based on reason or actual experience.
Empathy	Being able to understand and share the feelings of someone else.
Sympathy	Being able to express feelings of pity and sorrow for someone else due to your own experience.
Stereotype	A mistaken idea or belief that many people have about a group or type of person which may be untrue or only partly true.
Abandoned	Being left alone or deserted.
Trust	Firm belief in the reliability, truth, or ability of someone or something.
Forgiveness	The action or process of accepting someone's apology.
Tension	A feeling of nervousness, excitement or fear that is created in a story.
Connotations	An idea or feeling that is associated with a particular word. Eg. Red= love
Protagonist	The main character
Antagonist	The character in the story that is in conflict with the protagonist.
Tolerance	Willingness to accept behaviour or beliefs that are different to your own
Superstition	A belief that is not based on reason or scientific thinking and that explains the causes for events

### Plot Summary

- Christopher Boone is a 15-year-old who is socially awkward but very good at maths.
- Christopher has a disability – unspecified in the book, but which has been compared with an autism spectrum disorder called Asperger syndrome
- He finds a dead dog in his neighbour's garden and his father warns him to not get involved.
- Christopher decides to investigate the death of the dog.
- He discovers that his mother is not dead and that she is living in London.
- He also finds out that it was his father who killed the dog.
- Christopher feels like he can no longer trust his father.
- He runs away to find his mother but struggles to settle in.
- He returns to Swindon to take his A-level Maths exam.
- He receives his exam results, and finds out that he got the best possible score. Having successfully travelled to London on his own, and solved the mystery of who killed the dog, he's sure he can do anything.

### Context- real events that inspire the story

The book was published in 2003.	
Autism	Autism is a lifelong developmental disability which affects how people communicate and interact with the world. One in 100 people are on the autism spectrum and there are around 700,000 autistic adults and children in the UK.
Asperger's	It generally involves having difficulty with social interactions, restricted interests and a desire for routines. People with Asperger's often have excellent focus and persistence, they are good at recognising patterns and have a strong attention to detail. This can often mean they are academically very successful.



### Symbols

Dogs	They represent Christopher's physical and emotional safety as they are meant to protect people.
Cars	They represent the individual ways in which Christopher gives order to his life.
Maths A Level	It represents Christopher's dreams for his future.
Stars	They represent the enormity of the universe in comparison to an individual. They also symbolise his dream to be an astronaut and the idea of escaping.
Sherlock Holmes	It represents Christopher's value of logic and personal detachment. He sees Holmes as an idol.
Colours	Red, yellow and brown. Christopher uses these colours to determine his day.

### Characters

Christopher Boone	The protagonist. A 15-year-old boy who is very good at maths but is socially awkward.
Ed Boone	Christopher's Dad. He cares about his son but is very hot-headed and stubborn.
Judy Boone	Christopher's Mum. Left due to not being able to handle his odd behaviour. Has a fun and romantic view of life.
Siobhan	Christopher's teacher. She is calm, patient and encouraging. She gives Christopher advice on what he should do.
Rodger Shears	Christopher's Mum's boyfriend. He is not understanding towards Christopher's needs and is often sarcastic
Mrs Shears	Rodger's wife. Helped Ed and Christopher. Wellington's owner.
Mrs Alexander	An elderly woman who lives on Christopher's street. She is kind and welcoming, but could also be seen as a gossip.

### Themes

Order vs Chaos	Independence
Family	Communication
Language	Honesty/ Trust
Identity	The Unknown
Crime	Love
Tolerance	Disorder