

KS3 Curriculum - English

In English we aim to introduce students to a broad range of Literature – including poetry, plays, short stories and novels – from across different periods and from different places. They study poetry chronologically as follows:

- Year 7 – Homer to Milton: An Epic Journey
- Year 8 – Romantics and Victorians
- Year 9 – The Moderns and World Poetry

This journey that takes them from Homer to Milton and then onto the Romantics and Victorians before looking at 20th and 21st century poetry from across the world. They also study a series of major novels and shorter novellas and stories. Over the course of KS3 they will all read:

- Year 7 - Roll of Thunder, Hear My Cry and Call of the Wild
- Year 8 - A Christmas Carol and Gothic short stories and either Animal Farm or Coram Boy
- Year 9 – The Yellow Wallpaper and either The Woman in Black or Lord of the Flies

Across KS3 we also introduce students to Shakespeare studying:

- Year 7 - Romeo and Juliet
- Year 8 - The Tempest
- Year 9 - Julius Caesar

They will also study one of two modern plays by Arthur Miller in Year 9 – either The Crucible or A View from the Bridge.

Literature and reading are at the heart of our curriculum and we encourage students to read widely and for pleasure, with regular library lessons in KS3. To this end each student is given a Reading Passport where they keep a record of their reading and are awarded Proud Points and other awards based on their reading. We encourage students to share and recommend books based on their reading through discussion and reviews which are displayed around

the department [and online] We have also established the role of The Alec Hunter Poet Laureate at KS3, where each year a boy and girl are selected and produce a poem per term linked to key events in world, the local community or the school.

Embedded into the study of literature and the development of our students as readers are the teaching of writing and speaking and listening. Students begin to engage with essay writing from the start of Year 7 and the skills continue to be developed across KS3. We also embed creative writing - including descriptive, story and point of view writing – into all of our units of work. Within each unit there are opportunities for discussion and presentation and students are encouraged to develop as confident speakers.

Our aim is for our students to be confident and fluent readers, able to engage with and understand varied texts. Our goal is to further develop our students into confident young people, able to speak and write with confidence, consciously crafting their language for different contexts. To be able to speak and write imaginatively, discursively and analytically.

TERM BY TERM BREAKDOWN – Knowledge acquired, and skills developed:

	Year 7 Course Outline	Year 8 Course Outline	Year 9 Course Outline	Opportunities beyond the classroom
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Autumn Term	<p><i>Novel</i> <i>Roll of Thunder, Hear My Cry</i> <i>(12 weeks)</i></p> <p><i>Key Skills.</i> <i>Students will be able to be able to:</i> <i>Select and embed quotations in their writing</i> <i>Explain how writers use language/form/structure for effect</i> <i>Explain how writers develop themes and ideas</i> <i>Explain the importance of context in relation to a text</i> <i>Develop and use vocabulary for effect</i> <i>Craft sentences and structuring texts for effect – including figurative language [metaphor and personification]/adjectives and verbs to create atmosphere/pathetic fallacy/different sentence structures – simple/compound/complex/paragraphing/Setting a scene [developing place and character]/repetition</i></p> <p><i>Key Knowledge:</i> <i>How writer’s structure novels/scenes</i> <i>How writers craft language for effect</i> <i>How writers develop themes/ideas</i> <i>History of slavery and the American South/colonial legacy</i> <i>History of Civil Rights [links to current context]</i></p>	<p><i>Gothic Genre: Short Stories and Novellas: A Christmas Carol</i> <i>(10 Weeks)</i></p> <p><i>Key Skills:</i> <i>Students will be able to be able to:</i> <i>Select and embed quotations in their writing</i> <i>Explain how writers use language/form/structure for effect</i> <i>Explain how writers develop themes and ideas</i> <i>Explain the importance of context in relation to a text</i> <i>Develop and use vocabulary for effect</i> <i>Craft sentences and structuring texts for effect – including use of genre/figurative language/syntax/colons and semi-colons/hyphens and dashes/rhetorical questions/repetition [anaphora]/narrative hooks/allusion/cyclical structure</i></p> <p><i>Key Knowledge.</i> <i>Students will learn about:</i> <i>How writers structure novels/scenes</i> <i>How writers craft language for effect</i> <i>How writers develop themes/ideas</i> <i>Gothic Genre</i> <i>Key writers – Poe and Dickens</i> <i>Social and historical context of Victorian England</i></p>	<p><i>Poetry: Modern and World Poetry</i> <i>(9 Weeks)</i> <i>Key Skills.</i> <i>Students will be able to be able to:</i> <i>Select and embed quotations in their writing</i> <i>Explain how writers use language/form/structure for effect</i> <i>Explain how writers develop themes and ideas</i> <i>Explain the importance of context in relation to a text</i> <i>Develop and use vocabulary for effect</i> <i>Craft sentences and structuring texts for effect – including paragraphing/sentence structures [including syndetic]/repetition and symbolism/rhetorical devices/figurative language</i></p> <p><i>Key knowledge.</i> <i>Students will learn:</i> <i>How poets use form/structure</i> <i>How poets craft language for effect</i> <i>How poets develop themes/ideas</i> <i>About modern poets and poetry from across different cultures</i> <i>The impact of industrialization and technology</i> <i>Civil Rights</i> <i>Feminism</i></p> <p><i>Modern Drama</i> <i>A View from the Bridge or The Crucible</i> <i>(7 Weeks)</i></p>	<p>Creative Writing Club</p> <p>Debating Club</p>
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			<p><i>Key Skills.</i> <i>Students will be able to be able to:</i> <i>Select and embed quotations in their writing</i> <i>Explain how writers use</i> <i>language/form/structure for effect –</i> <i>including stage directions and staging</i> <i>Explain how writers develop themes and ideas</i> <i>Explain the importance of context in relation</i> <i>to a text</i> <i>Develop and use vocabulary for effect</i> <i>Craft sentences and structuring texts for</i> <i>effect – including rhetorical devices/circular</i> <i>narrative/using varied sentence</i> <i>structures/paragraphing/figurative language</i></p> <p><i>Key Knowledge.</i> <i>Students will learn:</i> <i>How writer’s structure novels/scenes</i> <i>How writers craft language for effect</i> <i>How writers develop themes/ideas</i> <i>About the social and historical context of</i> <i>either play</i> <i>Class</i> <i>Tragedy</i></p>	
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Spring Term	<p><i>Poetry: Homer to Shakespeare (9 Weeks)</i></p> <p>Key Skills. <i>Students will be able to be able to: Select and embed quotations in their writing Explain how writers use language/form/structure for effect Explain how writers develop themes and ideas Explain the importance of context in relation to a text Develop and use vocabulary for effect Craft sentences and structuring texts for effect – including develop place and character/different sentence structures/subordination/figurative language [simile and metaphor]/alliteration and sibilance/tenses/triplets/repetition/Story structures – in media res</i></p> <p>Key Knowledge. <i>Students will learn: How poets use form/structure How poets craft language for effect How poets develop themes/ideas Origins of and structure of different poetic forms Understanding the influence of Greek and Latin poetry on English Literature – including mythology Knowledge of English Poetry up to Milton</i></p>	<p><i>Poetry: The Romantics and Victorians (10 Weeks)</i></p> <p>Key Skills. <i>Students will be able to be able to: Select and embed quotations in their writing Explain how writers use language/form/structure for effect Explain how writers develop themes and ideas Explain the importance of context in relation to a text Develop and use vocabulary for effect Craft sentences and structuring texts for effect – including use of rhetorical devices in Point of View Writing/use of colour/symbolism/nouns and verbs/different sentence structures/varied punctuation/alliteration</i></p> <p>Key Knowledge. <i>Students will learn: How poets use form/structure How poets craft language for effect How poets develop themes/ideas Romantic poets Romanticism Late 18th/Early 19th century social and historical context</i></p>	<p><i>Novella The Yellow Wallpaper (6 Weeks)</i></p> <p>Key Skills. <i>Students will be able to be able to: Select and embed quotations in their writing Explain how writers use language/form/structure for effect Explain how writers develop themes and ideas Explain the importance of context in relation to a text Develop and use vocabulary for effect Craft sentences and structuring texts for effect – including rhetorical devices [gender inequality PoV piece]/parenthesis/figurative language/varied sentence structures</i></p> <p>Key Knowledge. <i>Students will learn: How writer’s structure novels/scenes How writers craft language for effect How writers develop themes/ideas 19th century attitudes towards women/women’s rights in the 19th century Gothic genre Inequality in modern society</i></p>	
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	<p><i>Call of the Wild</i> (9 Weeks)</p> <p>Key Skills. <i>Students will be able to be able to:</i> <i>Select and embed quotations in their writing</i> <i>Explain how writers use language/form/structure for effect</i> <i>Explain how writers develop themes and ideas</i> <i>Explain the importance of context in relation to a text</i> <i>Develop and use vocabulary for effect</i> <i>Craft sentences and structuring texts for effect – including different sentences structures/subordination/use of commas and semi-colons/figurative language [personification]/Story structure including flashback/discourse markers/rhetorical questions/anecdotes</i></p> <p>Key Knowledge. <i>Students will learn:</i> <i>How writer’s structure novels/scenes</i> <i>How writers craft language for effect</i> <i>How writers develop themes/ideas</i> <i>About Jack London</i></p>	<p><i>The Tempest</i> (9 Weeks)</p> <p>Key Skills. <i>Students will be able to be able to:</i> <i>Select and embed quotations in their writing</i> <i>Explain how writers use language/form/structure for effect</i> <i>Explain how writers develop themes and ideas</i> <i>Explain the importance of context in relation to a text</i> <i>Develop and use vocabulary for effect</i> <i>Craft sentences and structuring texts for effect – including use of verse and prose/irony/rhetorical devices/monologue/tone/imagery/symbolism -</i></p> <p>Key Knowledge. <i>Students will learn:</i> <i>How writer’s structure novels/scenes</i> <i>How writers craft language for effect</i> <i>How writers develop themes/ideas</i> <i>About colonialism and empire</i> <i>Slavery and indigenous populations</i> <i>Shakespeare’s theatre</i></p>	<p><i>Shakespeare: Julius Caesar</i> (8 Weeks)</p> <p>Key Skills: <i>Students will be able to be able to:</i> <i>Select and embed quotations in their writing</i> <i>Explain how writers use language/form/structure for effect</i> <i>Explain how writers develop themes and ideas</i> <i>Explain the importance of context in relation to a text</i> <i>Develop and use vocabulary for effect</i> <i>Craft sentences and structuring texts for effect – including rhetorical devices</i></p> <p>Key Knowledge. <i>Students will learn:</i> <i>How writer’s structure novels/scenes</i> <i>How writers craft language for effect</i> <i>How writers develop themes/ideas</i> <i>Roman Republic and Empire</i> <i>Julius Caesar and Rome</i> <i>Tragedy</i></p>	
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	<i>About 19th century gold rushes and American expansion</i> <i>Exploration</i> <i>Nature vs Civilisation</i>			
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Summer Term	<p><i>Romeo and Juliet</i> - <i>Shakespeare and Shakespearean England</i> (9 Weeks)</p> <p>Key Skills. Students will be able to: To be able to explain Shakespeare's use of language and linguistic devices. To explain Shakespeare's use of tragic structure To explain how character and/or themes are developed in the play Explain the importance of context in relation to a text Develop and use vocabulary for effect Craft sentences and structuring texts for effect – including use of different sentence structures/discourse markers/commas/paragraphs/direct address and inclusive pronouns/developing place and character</p> <p>Key Knowledge Students will learn: How writer's structure novels/scenes How writers craft language for effect How writers develop themes/ideas To understand Shakespeare's life and context, including his theatre Knowledge of tragedy and tragic structure How to approach Shakespearean English</p>	<p><i>Modern Novel</i> <i>Animal Farm and Dystopian Fiction</i> (10 Weeks)</p> <p>Key Skills. Students will be able to be able to: Select and embed quotations in their writing Explain how writers use language/form/structure for effect Explain how writers develop themes and ideas Explain the importance of context in relation to a text Develop and use vocabulary for effect Craft sentences and structuring texts for effect – including use of dystopic genre/allegory/satire/rhetorical devices</p> <p>Key Knowledge. Students will learn: How writer's structure novels/scenes How writers craft language for effect How writers develop themes/ideas About the Russian Revolution About Communist Russia Cold War politics Class conflict in the 19th and 20th century</p>	<p><i>Modern Novel</i> <i>The Woman in Black</i> (10 Weeks)</p> <p>Key Skills: Students will be able to be able to: Select and embed quotations in their writing Explain how writers use language/form/structure for effect Explain how writers develop themes and ideas Explain the importance of context in relation to a text Develop and use vocabulary for effect Craft sentences and structuring texts for effect – including ???</p> <p>Key Knowledge. Students will learn: How writer's structure novels/scenes How writers craft language for effect How writers develop themes/ideas About 18th century social and historical context or...</p>	
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Key Independent Learning Resources			GREAT READS	
<ul style="list-style-type: none"> - Visit Braintree Museum - Colchester Castle - Mercury Theatre – Colchester - Headgate Theatre – Colchester - Paycocke’s House – Coggeshall - Hedingham Castle - Mounfitchet Castle - British Library – Euston - Charles Dickens Museum – Holborn - The Globe – Southwark 			<p>See our recommended reading lists and The Alec 15 for recommendations and reviews.</p>	
<p>Key Skills KS3:</p> <ul style="list-style-type: none"> - Essay writing skills – how to develop coherent, analytical pieces of writing - How to develop as fluent and interrogative readers - To write cogent and coherent argument - To write engaging narrative pieces - To use a range of structural devices to enhance creative writing 				

- To use a range of sentence structures for effect
- To use a range of punctuation for effect
- To develop a sophisticated and nuanced vocabulary
- To be able to use a range of figurative language effectively
- To be able to use a range of rhetorical devices effectively
- To be confident and fluent in their expression of their ideas
- To be able to listen to others and build on ideas/engage in discussion

Key Knowledge and Cultural Capital KS3:

- Study of a range of Shakespeare plays
- Study of a range of prose fiction from across the 19th to the 21st century
- Study a range of poetry from different periods and cultures
- Study the social and historical contexts relevant to the different texts