

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p>Metaphor in Fantasy: A Monster Calls</p> <p>Through this scheme of learning, pupils will learn the fundamental elements of story-telling and begin to apply these in their own writing, explore the role of fantasy and magic in modern fiction aimed at children and YA, and begin to consider the way authors use language to create deeper meanings within the story.</p>	<p>Metaphor in Fantasy: A Monster Calls</p> <p>Through this scheme of learning, pupils will learn the fundamental elements of story-telling and begin to apply these in their own writing, explore the role of fantasy and magic in modern fiction aimed at children and YA, and begin to consider the way authors use language to create deeper meanings within the story.</p>	<p>Shakespearean Comedy: A Midsummer Night's Dream</p> <p>Through this scheme of learning, pupils will learn about the context of Shakespeare's life and work, acquire key subject terminology necessary to access and analyse plays, and building on their learning in KS2, further develop their confidence in reading and understanding Shakespearean texts. Pupils will study the conventions of a Shakespearean comedy.</p>	<p>Shakespearean Comedy: A Midsummer Night's Dream</p> <p>Through this scheme of learning, pupils will learn about the context of Shakespeare's life and work, acquire key subject terminology necessary to access and analyse plays, and building on their learning in KS2, further develop their confidence in reading and understanding Shakespearean texts. Pupils will study the conventions of a Shakespearean comedy.</p>	<p>Metaphor in the living world: poems about the living world</p> <p>Through this scheme of learning, pupils will learn the how to identify the use of imagery in poetry and explain its effect on a reader. Students will explore the portrayal of nature in poetry, and how language is used in poetry to create deeper meanings. Students will acquire the key subject terminology necessary to access, understand and analyse poetry. Students will learn how to write their own poems, using imagery to impact their readers.</p>	<p>Metaphor in the living world: poems about the living world</p> <p>Through this scheme of learning, pupils will learn the how to identify the use of imagery in poetry and explain its effect on a reader. Students will explore the portrayal of nature in poetry, and how language is used in poetry to create deeper meanings. Students will acquire the key subject terminology necessary to access, understand and analyse poetry. Students will learn how to write their own poems, using imagery to impact their readers.</p>
Prior knowledge and skills (from previous year / key stage)	Linking with grammatical knowledge and prior use of reading comprehension skills in KS2 English.	Linking with grammatical knowledge and prior use of reading comprehension skills in KS2 English.	Linking to prior study of Shakespeare in KS1 and KS2.	Linking to prior study of Shakespeare in KS1 and KS2. Linking to study of language analysis from AU2.	Building on understanding of language analysis from AU2 and SP2.	Linking to study of non-fiction writing from AU1.
Assessment Objectives	<p>To be able to independently make inferences about a text.</p> <p>To understand key features of the fantasy genre.</p> <p>To be able to form and punctuate simple, compound and complex sentences.</p> <p>To be able to correctly use paragraphs.</p> <p>To be able to correctly format a newspaper article.</p>	<p>To be able to independently select references to support an inference.</p> <p>To understand how writers use symbolism to represent thoughts and feelings.</p> <p>To be able to use literal imagery to effectively describe.</p> <p>To be able to write accurately in a consistent past and present tense.</p> <p>To be able to write using both 1st and 3rd narration.</p>	<p>To know the conventions of letter writing.</p> <p>To be able to use a range of methods to express a viewpoint clearly.</p> <p>To understand themes, ideas and motifs in a Shakespeare play.</p> <p>To understand how a Shakespearean comedy is structured.</p> <p>To be able to use the correct form of common homophones.</p>	<p>To be able to expand noun, verb, adjective and adverb phrases to add detail and precision.</p> <p>To know the conventions of review writing.</p> <p>To be able to use a range of methods to express a viewpoint clearly.</p> <p>To understand themes, ideas and motifs in a Shakespeare play.</p>	<p>To be able to make inferences about texts</p> <p>To understand key ideas about nature and how they are reflected in texts through time, including the Romantics</p> <p>To understand how writers use a range of methods to present nature, and their effects</p> <p>To be able to use a range of modifiers to add detail and precision to writing</p>	<p>To be able to make inferences about texts</p> <p>To understand key ideas about nature and how they are reflected in texts through time, including the Romantics</p> <p>To understand how writers use a range of methods to present nature, and their effects</p>

				To have a good understanding of how Shakespeare expressed his ideas through language	To be able to spell most words on the National Standards spelling list accurately	To be able to use a range of modifiers to add detail and precision to writing To be able to spell most words on the National Standards spelling list accurately
. Vocabulary / Key Subject Terminology	Novel, protagonist, antagonist, mythical, fantasy, genre, article, headline, subheading, informative.	Inference, quotation, analysis,	Play, playwright, dialogue, act, scene, context, Elizabethan, Plot, Biography, Autobiography, Comedy, Myth	Characterisation, dramatic irony, tension, soliloquy, Heading, Subheading, Salutation, Recipient , Signature, Monologue, Posture , Tempo, Monotone, Voice inflection	Tone, Enjambement, Alliteration, Imagery, Symbolism, defamiliarization, Anthropomorphism, setting, interrogative, Romanticism, Personification, 2 nd person	Contrast, simile, emotive language, statistics, declarative, anecdote, rhetorical questions, symbolism, allusion, extended metaphor, mood, tension, stanza, rhyme
Assessment 1	Write a newspaper article to inform readers about a sighting of a giant, walking tree and the destruction it caused.	Write a short fantasy narrative.	Multiple-choice quiz on vocabulary, terminology, and characters and plot from AMND.	Analyse how Shakespeare uses language to portray a character in AMND.	Multiple-choice quiz on vocabulary, terminology, and ideas from the poems studied.	Persuasive article about the impact of pollution and global warming on animals.
Assessment 2	Multiple-choice quiz on vocabulary, terminology and conventions of fantasy genre.	Analyse the author's use of language in two separate quotations, and explain the effect.	Write a persuasive love letter from the perspective of one of the characters.	Write a negative review of the play within the play.	Analyse the use of imagery in a poem.	Writing own poem using a range of imagery.
Cross Curricular Links with other Faculties			History – Gender norms and hierarchical nature of Elizabethan society.	History - Gender norms and hierarchical nature of Elizabethan society.	Science – Study of nature, and understanding of animal biology, as well as the importance of ecosystems.	Science – Study of nature, and understanding of animal biology, as well as the importance of ecosystems.
Knowledge Organiser content	Plot, characters and themes from the novel.	Key vocabulary and subject terminology linking to the novel.	Plot, characters and themes from the play.	Key vocabulary and subject terminology linking to the play.	Poem summaries, poem contexts, key poetry terminology.	Poem summaries, poem contexts, key poetry terminology.

KS3 English / Year 8 / Academic Year 2022 - 2023



Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p>Detective Fiction: From Sherlock Holmes to Curious Incident of the Dog in the Night-time</p> <p>Through this scheme of learning, pupils will develop an understanding of the detective genre, revisit and embed their understanding of the key components of story-telling from Autumn Year 7, and develop their ability to analyse an author's use of characterisation of a interesting and engaging protagonist. Students will deepen their ability to write engaging and interesting stories, again building on their learning from Year 7 Autumn.</p>	<p>Detective Fiction: From Sherlock Holmes to Curious Incident of the Dog in the Night-time</p> <p>Through this scheme of learning, pupils will develop an understanding of the detective genre, revisit and embed their understanding of the key components of story-telling from Autumn Year 7, and develop their ability to analyse an author's use of characterisation of a interesting and engaging protagonist. Students will deepen their ability to write engaging and interesting stories, again building on their learning from Year 7 Autumn.</p>	<p>Shakespearean Romance: Romeo and Juliet</p> <p>Through this scheme of learning, pupils will build on and develop their understanding of the Elizabethan context, and begin to consider and apply this in their reading of the text. Students will begin to explore the role of themes in a text, and to consider questions of theme when analysing language. Building on the learning of the previous year, students will begin to show fluency and independence at accessing, understanding and analysing a Shakespearean text. Students will explore conventions of the romantic genre, and consider the role of language in conveying emotions and feelings in romantic literature.</p>	<p>Shakespearean Romance: Romeo and Juliet</p> <p>Through this scheme of learning, pupils will build on and develop their understanding of the Elizabethan context, and begin to consider and apply this in their reading of the text. Students will begin to explore the role of themes in a text, and to consider questions of theme when analysing language. Building on the learning of the previous year, students will begin to show fluency and independence at accessing, understanding and analysing a Shakespearean text. Students will explore conventions of the romantic genre, and consider the role of language in conveying emotions and feelings in romantic literature.</p>	<p>War and Conflict in Literature pre-20th Century</p> <p>Through this scheme of learning, pupils will build on their understanding of the form developed in their Year 7 studies. Students will return to the use of imagery in poetry, and now, using their understanding of themes and essay writing developed in their study of Romeo and Juliet, will begin to plan and write essays exploring the themes and ideas found in a variety of poems, and how analyse how imagery is used to express these. Students will develop their understanding of how to consider and apply contextual knowledge when writing an essay.</p>	<p>War and Conflict in Literature in the 20th Century</p> <p>Through this scheme of learning, pupils will build on their understanding of the form developed in their Year 7 studies. Students will return to the use of imagery in poetry, and now, using their understanding of themes and essay writing developed in their study of Romeo and Juliet, will begin to plan and write essays exploring the themes and ideas found in a variety of poems, and how analyse how imagery is used to express these. Students will develop their understanding of how to consider and apply contextual knowledge when writing an essay.</p>
	Prior knowledge and skills (from previous year / key stage)	<p>Linking to study of article writing in Y7 AU1. Linking to study and analysis of a novel in Y7 autumn term.</p>	<p>Linking to study of genre and themes in Y7 AU2. Linking to study of narrative writing in Y7 AU1.</p>	<p>Building on understanding of Elizabethan context and societal structure in Y7 SP1. Building on understanding of dramatic conventions learnt in Y7 SP1.</p>	<p>Building on language analysis of Shakespearian text in Y7 SP2.</p>	<p>Building on study of methods and form of poetry in Y7 SU1. Applying subject terminology acquired across Y7 in language analysis.</p>

<p>Assessment Objectives</p>	<p>To have a broad understanding of several writers' methods and to be able to explore the effects To understand key features of the detective genre To be able to vary sentence types for effect. To be able to write accurately and consistently in a range of tenses and moods.</p>	<p>To have a broad understanding of several writers' methods and to be able to explore the effects To understand key features of the detective genre To be able to vary sentence types for effect. To be able to write accurately and consistently in a range of tenses and moods.</p>	<p>To understand themes, ideas and motifs in a Shakespeare play To understand how a Shakespearean tragedy is structured To have a good understanding of how Shakespeare expressed his ideas through language To be able to make decisions about when to be concise and when to be expansive, in order to craft their writing according to its purpose</p>	<p>To understand themes, ideas and motifs in a Shakespeare play To understand how a Shakespearean tragedy is structured To have a good understanding of how Shakespeare expressed his ideas through language To be able to make decisions about when to be concise and when to be expansive, in order to craft their writing according to its purpose</p>	<p>To be able to give a detailed account of how war is presented in a range of texts, including exploring the effect of writers' methods To understand the development of war poetry from ancient to modern, and how it reflects changing attitudes through time To be able to use a range of modifiers to express a clear viewpoint</p>	<p>To be able to give a detailed account of how war is presented in a range of texts, including exploring the effect of writers' methods To understand the development of war poetry from ancient to modern, and how it reflects changing attitudes through time To be able to use a range of modifiers to express a clear viewpoint</p>
<p>.Vocabulary / Key Subject Terminology</p>	<p>Subordinate clause, Subordinating conjunction, headline, strapline, Dialogue, monologue, first person narration</p>	<p>Protagonist, tension, conflict, theme</p>	<p>Medieval Destiny Reformation The Early Modern Era Rejection Conservative Subversive Seditious Dynastic monarchy Feminism Patriarchy Dehumanised Objectified Individual Gentry Status Complicit Coercion Misogynistic</p>	<p>rhyming couplets Metaphysical imagery natural imagery religious imagery allusions literal imagery figurative imagery Passion Ptolemaic universe Geocentric Reckless Fanciful Romantic Prosaic Practical Courtly Love Flattery</p>	<p>Conflict, lament, glorify, propaganda, figurative, literal, hero, pronouns, repetition, direct address, emotive language, figurative language, scene, inspire, honour, patriotic, monologue</p>	<p>Jingoism, patriotic, noble, futile, visceral, sombre, Contemporary, Visceral, brutal, Trauma, PTSD, Catharsis, Repress</p>
<p>Assessment 1</p>	<p>Short-answer quiz on vocabulary, subject terminology and conventions of the detective genre.</p>	<p>Analyse the use of language to characterise the protagonist</p>	<p>Short-answer quiz on vocabulary, subject terminology and key events and characters of R+J</p>	<p>Analyse Shakespeare's use of language to portray a character Analyse how a theme is explored in the play</p>	<p>Short-answer quiz on vocabulary and subject terminology</p>	<p>Write a war story.</p>
<p>Assessment 2</p>	<p>Article to inform about a famous crime</p>	<p>Write a detective story</p>	<p>Write a persuasive love letter</p>	<p>Write a viewpoint article on 'over-protective' parenting styles.</p>	<p>Write an essay on the portrayal of war in a poem.</p>	<p>Persuasive speech on morality of war</p>
<p>Cross Curricular Links with other Faculties</p>			<p>History – Post-Tudor Britain and religious tension in Elizabethan England</p>	<p>History – Post-Tudor Britain and religious tension in Elizabethan England</p>	<p>History – Linking with study of war and culture from Tudors and Islamic Empires in Y7 Geography – Cultural differences across nations</p>	<p>History – Linking with study of war and culture from Tudors and Islamic Empires in Y7; British role in WW1 and influence on wider society. Geography – Cultural differences across nations</p>

Knowledge Organiser content	Origins and history of detective genre, conventions of the genre, plot and characters from detective anthology.	Plot, character, themes, key vocabulary and subject terminology from the novel.	Plot, character, contextual information, themes, key vocabulary and subject terminology from the play	Plot, character, contextual information, themes, key vocabulary and subject terminology from the play	Poem summaries, poem contexts, key poetry terminology.	Poem summaries, poem contexts, key poetry terminology.
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Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p>Tragedy: from Oedipus Rex to A View from a Bridge</p> <p>Through this scheme of learning, pupils will learn about the development of the tragedy form antiquity to the 20th Century via study of a range of examples, be able to use the tragic form in their own fiction writing, be able to write an informative article which conveys their knowledge of tragedy, be able to manipulate sentence forms for creative and rhetorical effect and be able to take an active role in a discussion and express complex ideas precisely</p>	<p>Tragedy: from Oedipus Rex to A View from a Bridge</p> <p>Through this scheme of learning, pupils will learn about the development of the tragedy form antiquity to the 20th Century via study of a range of examples, be able to use the tragic form in their own fiction writing, be able to write an informative article which conveys their knowledge of tragedy, be able to manipulate sentence forms for creative and rhetorical effect and be able to take an active role in a discussion and express complex ideas precisely</p>	<p><u>Issues of Injustice in Modern Britain</u></p> <p>Through this scheme of learning, pupils will explore the way figures throughout the 20th and 21st century have used articles, speeches and other forms to raise awareness of intolerable injustice and express their thoughts and feelings in a powerful and persuasive manner. Students will develop an understanding of a range of key issues affecting the modern world, and improve their ability as writers to express their viewpoints with confidence, clarity and power.</p>	<p><u>Issues of Injustice in Modern Britain</u></p> <p>Through this scheme of learning, pupils will explore the way figures throughout the 20th and 21st century have used articles, speeches and other forms to raise awareness of intolerable injustice and express their thoughts and feelings in a powerful and persuasive manner. Students will develop an understanding of a range of key issues affecting the modern world, and improve their ability as writers to express their viewpoints with confidence, clarity and power.</p>	<p>Modern Novel: Dystopia and The Handmaid's Tale</p> <p>Through this scheme of learning, pupils will be introduced to the dystopian genre, its origins, conventions and commentaries on society. Students will read the complex and challenging modern novel, The Handmaid's Tale, and discuss, analyse and explore its characters, events and themes. Through analysis this text, students will lay the bedrock foundations they will need to excel in the English Literature GCSE studies. Students will also use the questions and challenges the novel poses, around gender, power and society to develop their own viewpoints on contemporary issues, which they will share in a speech to the rest of their class.</p>	<p>Modern Novel: Dystopia and The Handmaid's Tale</p> <p>Through this scheme of learning, pupils will be introduced to the dystopian genre, its origins, conventions and commentaries on society. Students will read the complex and challenging modern novel, The Handmaid's Tale, and discuss, analyse and explore its characters, events and themes. Through analysis this text, students will lay the bedrock foundations they will need to excel in the English Literature GCSE studies. Students will also use the questions and challenges the novel poses, around gender, power and society to develop their own viewpoints on contemporary issues, which they will share in a speech to the rest of their class.</p>

Prior knowledge and skills (from previous year / key stage)	Building on study of dramatic format from Y7 and Y8 SP1 and SP2.	Developing ability to analyse language, and explore ideas and themes within a text established across Y7 and Y8.	Developing ability to read, understand and analyse non-fiction texts established across Y7 and Y8. Developing ability to establish and convey a clear and convincing and sophisticated viewpoint established across Y7 and Y8.	Developing ability to read, understand and analyse non-fiction texts established across Y7 and Y8. Developing ability to establish and convey a clear and convincing and sophisticated viewpoint established across Y7 and Y8.	Further enhancing the skill of essay planning and construction developed in Y9 AU1 and 2.	Enhancing oracy skills and speech writing ability developed in Y7 and Y8.
Assessment Objectives	To be able to explore meaning in depth in a range of challenging texts To be able to explore and explain in detail the effects of a range of writers' methods To understand the development of the Tragedy form and be able to place texts within it To be able to manipulate sentence forms for creative or rhetorical effect, with flair and precision To be able to use Standard English grammar confidently and precisely, including challenging tenses and forms	To be able to explore meaning in depth in a range of challenging texts To be able to explore and explain in detail the effects of a range of writers' methods To understand the development of the Tragedy form and be able to place texts within it To be able to manipulate sentence forms for creative or rhetorical effect, with flair and precision To be able to use Standard English grammar confidently and precisely, including challenging tenses and forms	To be able to order ideas for clarity and to express viewpoints with flair and judgement Revising homophones and commonly misspelt words To be able to identify precisely the writer's point of view in a range of non-fiction texts, and how writers express those viewpoints.	To be able to order ideas for clarity and to express viewpoints with flair and judgement Revising homophones and commonly misspelt words To be able to identify precisely the writer's point of view in a range of non-fiction texts, and how writers express those viewpoints.	To have a sophisticated understanding of themes and ideas in a challenging text To be able to explore and explain in depth the effects of a range of writers' methods To understand the dystopian genre and to be able to place tests within it To be able to use a range of modifiers for exploration and analysis	To have a sophisticated understanding of themes and ideas in a challenging text To be able to explore and explain in depth the effects of a range of writers' methods To understand the dystopian genre and to be able to place tests within it To be able to use a range of modifiers for exploration and analysis
.Vocabulary / Key Subject Terminology	prologue, paroda, episodes, stasimas, exodus, chorus, Supernatural, psychological, internal conflict	Modern tragedy, chorus, inevitable, inequality, injustice, hierarchy	Racism, corruption, neglect, oppression, tyranny, rights, liberty, alienation, persuasion, emotive, manipulation, exploitaiton	Crisis, catastrophic, racism, corruption, neglect, oppression, tyranny, rights, liberty, alienation, persuasion, emotive, manipulation, exploitaiton	Dystopian, hierarchy, patriarchy, oppression, regime, theme, juxtaposition, structure, motif	Dystopian, hierarchy, patriarchy, oppression, regime, theme, juxtaposition, structure, motif
Assessment 1	Informative Article on the history of tragedy and its appeal in the 21 st century.	Analysis of power and injustice in Of Mice and Men.	Language analysis of a political commentator's use of persuasive devices.	Comparison of writer's viewpoints and methods from two opinion pieces.	Language analysis of an extract from A Handmaid's Tale.	Write and deliver a persuasive speech on gender inequality in the 21 st century.

Assessment 2	Analysis of themes and ideas in Oedipus Rex.	Analysis of ideas of justice and law in A View From the Bridge.	Write a newspaper article commentating on a contemporary political issue.	Write a persuasive speech	Analysis of Atwood's exploration of ideas of power and control in the novel.	Write a dystopian narrative.
Cross Curricular Links with other Faculties	Drama – subject terminology, dramatic conventions ; linking with their study of tragedies and Blood Brothers History – Influence of Ancient Greece on modern society.	Drama – subject terminology, dramatic conventions History – 20 th century American context, Cold-War impact on American society. R.S and PSHE – History of racism and oppression in modern America.	British Values and PSHE – Tolerance, Fairness and Democracy. R.S and PSHE – Islamophobia and Black Lives Matter Movement.	British Values and PSHE – Tolerance, Fairness and Democracy. R.S and PSHE – Islamophobia and Black Lives Matter Movement. Science – Evidence for and threat posed by climate change and global warming.	British Values and PSHE – Tolerance, Fairness and Democracy.	British Values and PSHE – Tolerance, Fairness and Democracy.
Knowledge Organiser content	Origins, history and conventions of tragedy; subject terminology and key vocabulary.	Plot, themes, characters and context of 'Of Mice and Men' and 'A View From the Bridge'.	Key vocabulary, subject terminology, formatting of newspaper articles, using varied punctuation and sentence structures.	Key vocabulary, subject terminology, formatting of newspaper articles, using varied punctuation and sentence structures.	Origins, history and conventions of dystopian genre.	Plot, themes, characters, context of novel; subject terminology and key vocabulary.