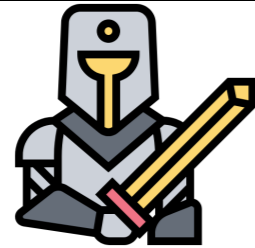








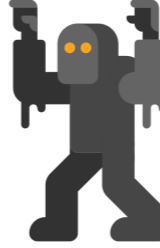

Key Stage 3 Curriculum Journey: ENGLISH

The curriculum in English will expose students to a broad, vibrant and challenging range of texts that promotes a love of our subject, fosters academic success and equips them for real life.

YEAR 7 CURRICULUM JOURNEY						
Topic	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
						
	Myths and Legends	The Hobbit		The Tempest		Historical Speeches - Hear My Voice
<b>Key Knowledge, Skills &amp; Understanding</b>	<p>Character, plot and key themes. Students will look at the development of the English Language and the tradition of shared storytelling by exploring the text, <i>Sir Gawain and the Green Knight</i>.</p> <p>By the end of the module, students will have explored the following topics:</p> <ul style="list-style-type: none"> <li>The etymology of English and the influence of settlers on our language.</li> <li>Seminal, global stories and why they are significant.</li> <li>Traditions and storytelling through time.</li> <li>The structure of the Hero's Journey.</li> </ul> <p>By the end of the module, students will be able to construct the following writing forms:</p> <ul style="list-style-type: none"> <li>Speech</li> </ul>	<p>Character, plot and key themes. Students will explore <i>The Hobbit</i>, an extremely popular 20th Century text which contemplates the idea of personal growth and overcoming adversity set against the backdrop of a battle between good and evil.</p> <p>By the end of the module, students will have explored the following topics:</p> <ul style="list-style-type: none"> <li>The power of resilience.</li> <li>Heroes in literature.</li> <li>The mythic world of <i>The Hobbit</i> and the concept of the adventure novel.</li> <li>The linguistic creativity of Tolkien.</li> </ul> <p>During December, students will also spend one lesson a week looking at festive poetry by Rosetti, Zephaniah and Tennyson.</p> <p>By the end of the module, students will be able to construct the following writing forms:</p> <ul style="list-style-type: none"> <li></li> <li></li> </ul>		<p>Character, plot and key themes. Students will engage with Shakespeare's famous late play, <i>The Tempest</i>, looking at setting, characterisation and theatricality.</p> <p>By the end of the module, students will have explored the following topics:</p> <ul style="list-style-type: none"> <li>The stagecraft of Shakespeare.</li> <li>Renaissance and Jacobean theatre.</li> <li>Challenging concepts such as revenge, colonialism and slavery.</li> </ul> <p>By the end of the module, students will be able to construct the following writing forms:</p> <ul style="list-style-type: none"> <li></li> <li></li> </ul>	<p>Character, plot and key themes. Students are introduced to a range of momentous speeches and campaigns through history.</p> <p>By the end of the module, students will have explored the following topics:</p> <ul style="list-style-type: none"> <li>The powerful of spoken language.</li> <li>The rhetoric of defiance.</li> <li>The importance of having a voice- and a receptive audience- in society.</li> </ul> <p>By the end of the module, students will be able to construct the following writing forms:</p> <ul style="list-style-type: none"> <li></li> <li></li> </ul>	
<b>KS3 National Curriculum Links</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Develop an appreciation and love of reading, and read increasingly challenging material from different historical periods.</li> <li>Read critically through studying setting, plot and characterisation.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write accurately, fluently, effectively and at length for pleasure and information</li> <li>Consolidate and build on their knowledge of grammar and vocabulary.</li> </ul> <p><b>Spoken English</b></p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Develop an appreciation and love of reading, and read increasingly challenging material; read whole texts.</li> <li>Read critically through studying setting, plot and characterisation.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write accurately, fluently, effectively and at length for pleasure and information through:</li> <li>Writing for a wide range of purposes and audiences</li> <li>Consolidate and build on their knowledge of grammar and vocabulary</li> </ul> <p><b>Spoken English</b></p> <ul style="list-style-type: none"> <li>Speak confidently and effectively, using Standard English confidently in classroom discussion.</li> </ul>		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</li> <li>Reading a wide range of high-quality works, including Shakespeare.</li> <li>Read critically through studying setting, plot and characterisation.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write accurately, fluently, effectively and at length for pleasure and information through:</li> <li>Writing for a wide range of purposes and audiences</li> <li>Consolidate and build on their knowledge of grammar and vocabulary</li> </ul> <p><b>Spoken English</b></p> <ul style="list-style-type: none"> <li>Speak confidently and effectively, using Standard English confidently in classroom discussion</li> <li>Rehearsing and performing play scripts.</li> </ul>	<p><b>Spoken English</b></p> <ul style="list-style-type: none"> <li>Speak confidently and effectively.</li> </ul> <p>Giving short speeches and presentations, expressing their own ideas and keeping to the point.</p>	
<b>MAPs</b>	2-3 MAPs per half-term with a reading or writing focus. Writing: Describe, Inform, Narrate and Explain.	2-3 MAPs per half-term with a reading or writing focus. Writing: • Describe, Inform, Narrate and Explain. • Argue, Review Report.		2-3 MAPs per half-term with a reading or writing focus. Writing: • Describe, Inform, Narrate and Explain. • Account, Review, Report. Persuade, Argue, Advise.		2-3 MAPs per half-term with a reading, writing or speaking focus.  At the end of the module, students will participate in group presentations.

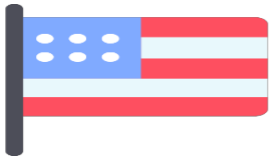




**Key Stage 3 Curriculum Journey: ENGLISH**

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YEAR 8 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>						
	Identity Poetry	Sawbones		The 'Other' in Literature		Noughts and Crosses
<b>Key Knowledge, Skills &amp; Understanding</b>	<p>Character, plot and key themes.</p> <p>Students will look at a range of global poetry that explores the idea of identity and what contributes to our sense of self.</p> <p>By the end of the module, students will have explored the following topics:</p> <ul style="list-style-type: none"> <li>• What factors contribute to our identity.</li> <li>• The impact of relationships on our identity.</li> <li>• How individuals find their voice in the face of adversity.</li> <li>• How we are a product of our community.</li> <li>• Poetic conventions.</li> </ul> <p>By the end of the module, students will be able to construct the following writing forms:</p> <ul style="list-style-type: none"> <li>• Speech</li> </ul>	<p>Character, plot and key themes.</p> <p>Students will study 'Sawbones' by Catherine Johnson. In their exploration of the text, students will look at how narratives are structured, including how to build rising and falling action. They will also consider the context of Georgian Britain and some of the generic features of detective stories.</p> <p>By the end of the module, students will have explored the following topics:</p> <ul style="list-style-type: none"> <li>• How a narrative arc is constructed, with clear rising and falling action, a dramatic climax and a satisfying conclusion.</li> <li>• The generic features of detective fiction.</li> <li>• The context of Georgian Britain including the abolition of the slave trade.</li> </ul> <p>By the end of the module, students will be able to construct the following writing forms:</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Review</li> </ul>		<p>Character, plot and key themes.</p> <p>Students will look at a range of texts from the 19th and 20th century, all of which present the idea of what it is to be 'other'. The module moves from the idea of difference as unworlly and intimidating to a tolerant approach of inclusion.</p> <p>By the end of the module, students will have explored the following topics:</p> <ul style="list-style-type: none"> <li>• What it means to be different.</li> <li>• How literature reflects the way society treats those who are different.</li> <li>• The notion of inclusion of all, regardless of background.</li> <li>• The conventions of Gothic literature.</li> </ul> <p>By the end of the module, students will be able to construct the following writing forms:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<p>Character, plot and key themes.</p> <p>Students will explore the play script of 'Noughts and Crosses'. Tackling the subject of prejudice, power and relationships, this modern play is based on Malorie Blackman's novel. Students will look at the powerful themes of the play and explore the concept of performance and delivery, thinking about the role of the audience.</p> <p>By the end of the module, students will have explored the following topics:</p> <ul style="list-style-type: none"> <li>• The dangers of emerging dystopian societies and our individual and collective responsibilities.</li> <li>• Conversion of form (how novels can become playscripts) and the significance of the RSC.</li> </ul> <p>By the end of the module, students will be able to construct the following writing forms:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<b>KS3 National Curriculum Links</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Develop an appreciation and love of reading, and read increasingly challenging material, including poetry and seminal world literature.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write accurately, fluently, effectively and at length for pleasure and information</li> <li>• Consolidate and build on their knowledge of grammar and vocabulary.</li> </ul> <p><b>Spoken English</b></p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Develop an appreciation and love of reading and read increasingly challenging material; read whole texts.</li> <li>• Read critically through studying setting, plot and characterisation.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write accurately, fluently, effectively and at length for pleasure and information through:</li> <li>• Writing for a wide range of purposes and audiences</li> <li>• Consolidate and build on their knowledge of grammar and vocabulary</li> </ul> <p><b>Spoken English</b></p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion.</p>		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Develop an appreciation and love of reading and read increasingly challenging material; read whole texts.</li> <li>• Read critically through studying setting, plot and characterisation.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write accurately, fluently, effectively and at length for pleasure and information through:</li> <li>• Writing for a wide range of purposes and audiences</li> <li>• Consolidate and build on their knowledge of grammar and vocabulary</li> </ul> <p><b>Spoken English</b></p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Develop an appreciation and love of reading and read increasingly challenging material; read whole texts; read plays.</li> <li>• Read critically through studying setting, plot and characterisation.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write accurately, fluently, effectively and at length for pleasure and information through:</li> <li>• Writing for a wide range of purposes and audiences</li> <li>• Consolidate and build on their knowledge of grammar and vocabulary</li> </ul> <p><b>Spoken English</b></p> <p>Speak confidently and effectively, using Standard English confidently in classroom discussion, rehearsing and performing play scripts.</p>	
<b>MAPs</b>	2-3 MAPs per half-term with a reading or writing focus. Writing: • Describe, Inform, Narrate and Explain. • Persuade, Argue, Advise.	2-3 MAPs per half-term with a reading or writing focus. Writing: • Describe, Inform, Narrate and Explain. • Persuade, Argue, Advise. • Account, Review, Report.		2-3 MAPs per half-term with a reading or writing focus. Writing: • Describe, Inform, Narrate and Explain. • Persuade, Argue, Advise. • Account, Review, Report.		2-3 MAPs per half-term with a reading, writing or speaking focus. Presentations on prejudice, character and performance of key scenes.

**Key Stage 3 Curriculum Journey: ENGLISH**

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YEAR 9 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	 <i>Hamilton: The Musical</i> by Lin Manuel Miranda	 Poetry Prowess: A study of seminal poets and poetry workshop for students	 <i>Boys Don't Cry</i> by Malorie Blackman		 So, she Did: a study of the female voice	 <i>Romeo and Juliet</i> by William Shakespeare
Key Knowledge, Skills & Understanding	By the end of the module, students will have explored the following topics: Character, plot and key themes. The significance of modern theatre productions: Manuel Miranda's use of language and music. The historical relationship between America and Britain. The power of aspirations: women and rivalry. The presentation of one of America's founding Fathers. The language, structure and form of hip-hop in the play. Retrieve information from different texts. Read for meaning across a range of texts. Analyse deeper explorations of language and stagecraft.	By the end of the module, students will have explored the following topics: A brief introduction to Romanticism and Romantic poets Blake and Wordsworth. The context of industrialised London and its impact on Romanticism as a literary movement – the conflict between rural and urban. The comparison to modern poets and perceptions on London from Grace Nichols and Taylor Swift. WWI poetry and poets Wilfred Owen and Siegfried Sassoon. Themes of patriotism, nationalism, wastefulness and homosexuality are explored. The comparison with more modern war poems like Kae Tempest's Ballard of a Hero and War Photographer by Carol Ann Duffy. <b>Poetry Workshop:</b> Staff will share their own staff poetry with students and talk through their creative process. Students will then craft their own poem.	By the end of the module, students will have explored the following topics: Character, plot and key themes. Key personal development issues, such as avoiding prejudice and stereotypes, masculinity and associated emotions and support for members of the LGBTQ+ community. Additional personal development issues, including standing up for what is right, avoiding homophobic and racist language, making positive choices and allowing yourself hope and optimism.		By the end of the module, students will have explored the following topics: Character, plot and key themes. The significance and struggles of the women's rights movement from suffrage to the modern day. The cultural and political relevance of certain key figures. How the effective use of language can highlight pressing issues and create change.	By the end of the module, students will have explored the following topics: Character, plot and key themes. The stagecraft and language of one of the greatest English playwrights and linguists. How Renaissance and Jacobean theatre compares to today's theatre. More mature themes such as loyalty, family bonds, secrets, betrayal and gang violence.
KS3 National Curriculum Links	Understanding how the work of dramatists is communicated effectively through performance. Learning new vocabulary. How alternative staging allows for different interpretations of a play. Making inferences and referring to evidence. Amending the vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness	Develop an appreciation and love of reading, and read increasingly challenging material, including poetry and seminal world literature.  Write accurately, fluently, effectively and at length for pleasure and information  Consolidate and build on their knowledge of grammar and vocabulary.	Understanding increasingly challenging texts. Developing key emotional and social issues. Building vocabulary in the light of relevant context. Plan, draft, edit and proof-read, developing structure.		Organising material and factual detail. Drawing on rhetorical devices and spoken language techniques to develop the art of speaking and listening.	An appreciation of our rich literary heritage through the second of two Shakespeare plays. Social context exploration through a seminal text in history.
MAPs	2-3 MAPs per half-term with a reading or writing focus. All writing triplets.	2-3 MAPs per half-term with a reading or writing focus. All writing triplets.	2-3 MAPs per half-term with a reading or writing focus. All writing triplets.		2-3 MAPs per half-term with a reading writing or speaking focus. All writing triplets.	2-3 MAPs per half-term with a reading or writing focus. All writing triplets.