

## ENGLISH CURRICULUM: KS3

**Overview:** Our English curriculum is unapologetically knowledge-rich and ambitious. Our aim is to enable students to become readers, writers, and orators *for life*. The study of English at St Margaret's will foster a diverse understanding of the world in which we live, using a diverse and inclusive range of texts as vehicles for learning. Our curriculum aims to empower students with knowledge of: vocabulary, grammar, genre, form and the skilful interrogation of non-fiction and fiction texts. They will be given regular opportunities to develop coherent, creative and powerful voices, both in writing and in speech. Our curriculum is sequenced so that it enables students to grow in their knowledge, confidence and love of literature. The deliberate sequencing of content and concepts allows us to ensure that knowledge and skills are deepened and refined as the curriculum progresses.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p><b><u>'The Odyssey'</u></b> Students will study an accessible translation of Homer's epic poem. <b>Key learning:</b> <i>Narrative structure</i> <i>Characterisation (including concept of hubris)</i> <i>Thesis and topic sentences</i></p>	<p><b><u>Journalistic Writing</u></b> Students will study the purpose and form of factual news reporting. They will investigate some of best literary crimes and write news reports based on what they find. <b>Key learning:</b> <i>Core principles of journalism</i> <i>Non-fiction writing (articles)</i> <i>Structure and purpose of news articles</i></p>	<p><b><u>The Gothic</u></b> Students will read 'Jekyll and Hyde' (faster read) and will then complete a genre study on the Gothic. They will read and analyse a range of gothic extracts as well as continuing to develop their own creative writing. <b>Key learning:</b> <i>Gothic genre features</i> <i>Figurative language</i> <i>Quotation selection</i> <i>Continued development of thesis and topic sentences</i> <i>Creative writing</i></p>		<p><b><u>Introduction to Poetry</u></b> Students will be a introduced to the range of forms of poetry as well as key poetic terms <b>Key learning:</b> <i>Range of forms of poetry: (limerick, ballad, dramatic monologue, sonnet, free verse)</i> <i>Poetic terminology</i> <i>Oracy – poetry read out loud</i></p>	<p><b><u>Introduction to Shakespeare</u></b> Students will study the key context of Shakespeare's age. They will then learn about the three main genres. <b>Key learning:</b> <i>Historical context</i> <i>Social context</i> <i>Tragedy, comedy and problem plays</i> <i>Quotation annotation</i> <i>Continued development of thesis and topic</i></p>
Year 8	<p><b><u>The Power of Rhetoric</u></b> Students will learn art of rhetoric by studying a range of speeches that will help them to see the power of words. <b>Key learning:</b></p>	<p><b><u>Rhetoric in Literature</u></b> Students will complete a 'faster read' of the first three acts of 'Julius Caesar'. They will focus particularly on the use of rhetoric in a dramatic</p>	<p><b><u>Short Stories</u></b> Students will read a range of short stories from different genres and periods. <b>Key learning:</b> <i>Narrative structure</i></p>	<p><b><u>Creative Writing</u></b> Students will complete a 'faster read' of 'King of Shadows' and then complete a piece of creative writing in response.</p>	<p><b><u>Poetry: Nature</u></b> Students will continue to consolidate their understanding of forms of poetry. They will study an anthology of</p>	<p><b><u>Shakespeare study: 'Romeo and Juliet'</u></b> Students will watch a performance of the play and then consolidate their understanding of</p>

	<p><i>Aristotelian triad</i> <i>Rhetorical methods</i> <i>Oracy</i> <i>Thesis, topic sentences</i> <i>and quotations</i></p>	<p>text as well as the way in which Shakespeare builds worlds with words. <b>Key learning:</b> <i>Reading fluency</i> <i>Textual fluency</i> <i>Application of rhetoric knowledge</i> <i>Thesis, topic sentences, quotations and analysis</i></p>	<p><i>Characterisation</i> <i>Thesis, topic sentences, quotations and analysis</i></p>	<p><b>Key learning:</b> <i>Reading fluency</i> <i>Setting</i> <i>Characterisation</i></p>	<p>poems on the theme of 'Nature'. <b>Key learning:</b> <i>Revisiting of poetic forms</i> <i>Influence of context on content</i> <i>Comparison of methods</i> <i>Thesis, topic sentences, quotations and analysis</i></p>	<p>the conventions of tragedy. <b>Key learning</b> <i>Conventions of tragedy</i> <i>Stagecraft</i> <i>Dramatic methods</i> <i>Characterisation</i></p>
<b>Year 9</b>	<p><b><u>The Art of Words</u></b> This scheme links students back to the journalistic writing in Y7 and the study of rhetoric in Y8. Students will read a variety of articles and will study the ways in which writers inform, persuade and, at times, manipulate their readers. <b>Key learning:</b> <i>Language and structure in articles</i> <i>'Descriptive methods in non-fiction writing</i> <i>Authorial intent</i> <i>Topic sentences, quotations for evidence and analysis, exploration of effect</i></p>	<p><b><u>Future Worlds</u></b> Students will study a range of dystopian fiction. They will analyse the methods writers use and will then complete shadow writing tasks in which they use the methods in their own creative writing. <b>Key learning:</b> <i>Genre features of dystopian writing</i> <i>Deliberate crafting of word, sentence and whole text structures</i></p>	<p><b><u>American Literature</u></b> Students will read two texts: 'Of Mice and Men' and 'The Crucible'. Both texts contain views that will be challenged and will allow for important discussions on representation in texts. Students will also be given the opportunity to discuss (and challenge) the canon of literature as well as reading texts from historically marginalised voices. <b>Key learning:</b> <i>Essay writing: GST introductions, analytical paragraphs, conclusions</i> <i>Characterisation</i> <i>Setting</i> <i>Context</i> <i>Authorial intent</i></p>	<p><b><u>Poetry: Nurture</u></b> Students will continue to consolidate their understanding of forms of poetry. They will study an anthology of poems on the theme of 'Nurture' and identity. <b>Key learning:</b> <i>Revisiting of poetic forms</i> <i>Influence of context on content</i> <i>Comparison of poems</i> <i>Comparative essay writing</i></p>	<p><b><u>Shakespeare study: 'Othello'</u></b> Students will watch a production of the play and then study the play through a series of extracts. <b>Key learning:</b> <i>Consolidation of understanding of conventions</i> <i>History of tragedy</i> <i>Tragic heroes and villains</i> <i>Essay writing</i></p>	

