

Key Stage 3 English

Curriculum Map 3-year Curriculum



Off to GCSE

Transition Unit

Summer 2:
Responding to Poetry

Unseen Poetry
Analyse a range of poems and start to develop the skills needed for GCSE English Literature

How has Life Changed?

Using a range of Victorian and modern texts explore how much life has really changed

Summer 1:
19th Century Life

Spring 2:
Non-Fiction

Transactional Writing
Explore rhetoric in a range of texts while learning to write your own

Current Affairs and Fake News

Learn about the manipulation of the media and how to spot fake news

Spring 1:
News

Autumn 2:
Dystopian Writing

Dystopian Stories
Try your hand at writing about a dystopian world

Blackman's Noughts and Crosses

Read and analyse the characters / themes presented in the novel

Autumn 1:
Novel Study

Year 9:
Transition to skills required at GCSE

Creative writing

Through the study of a variety of gothic texts, learn how to develop your own style and voice

Autumn 1:
Gothic Horror

Autumn 1:
War Poetry

Anthology
Study an anthology of war poetry from pre and post 1914. Develop comparative skills

Dickens Oliver Twist

Learn about Dickensian London and the inspiration to his text. Deeply analyse key moments in the story

Spring: 19th Century Novel

Summer:
Shakespeare

Shakespeare's Characters and times
Study key moments from at least 2 of Shakespeare's plays

Speaking effectively to an audience

A short scheme developing your confidence as a speaker to different audiences

Summer:
Finding Your Voice

Year 8:
Investigate Key Writers

Global Goals

Read, analyse and write a variety of non-fiction texts

Summer 2:
Plays and Drama

Summer 1:
Non-Fiction

Willy Russell's Our Day Out

Learn to analyse the key themes, characters and techniques employed by the local playwright Willy Russell

Spring Term: Novel Study

Morpurgo

Learn to read as reader and writer as you study a book by Morpurgo

Anthology

Learn to read and write poetry

Autumn 2:
Poetry

Transition Unit

Autumn 1:
Autobiography

Roald Dahl's Boy

Read the text and develop the Reading and Writing skills you need for secondary success

Year 7:
Stretching the skills from Primary

Thinking of studying English?
Don't forget to pick up your KS5 transition pack



Off to your future

Eduqas Component 2
2 hours

Section A Reading and Comparing Non-fiction (19th and 21st Century)
Section B: Writing 2 Transactional Texts

Exam:
English Language
60%

Eduqas Component 1
1 hour 45 mins

Section A: Reading Fiction
Section B: Creative Writing

Exam:
English Language
40%

AQA Component 2
2 hours 15 mins

Section A: Blood Brothers
Section B: Power and Conflict Poetry
Section C: Unseen Poetry

Exam:
English Literature
60%

AQA Component 1
1 hour 45 mins

Section A: Romeo and Juliet
Section B: A Christmas Carol

Exam:
English Literature
40%

Exams

Key Stage 4 English

William Shakespeare's
Romeo and Juliet
Analyse choice and consequence

Mock Exam Preparation
Your teacher will focus on developing exam skills

Gap Close from Mock 2
Your teacher will deliver lessons to help you to improve following your mock

Autumn 1:
Lit



Autumn 2:
Revise Lang



Spring 1:
Revision



Spring 2:
Revision



Summer 1:
Final Prep



Past Paper Focus
Your teacher will provide you with activities and past papers as you approach your exam

Gap Close from Mock 1
Your teacher will deliver lessons to help you to improve following your mock

Gap Close and Spoken Language

Your teacher will focus on developing exam skills; you will also complete the speaking and listening aspect

Fiction: Reading and Writing Skills
Analyse and craft fiction

Willy Russell Blood Brothers
Analyse human nature as the drama unfolds

Year 11

Autumn 2:
Lit



Summer 1:
Lang



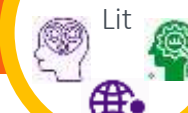
Spring 1:
Lang



Spring 1:
Lang



Autumn 2:
Lit



Autumn 1:
Lit



Year 10

Power and Conflict Poetry
Unpick the impact of corruption and war. Revise approaches to unseen poetry. Record spoken language.

Non-Fiction Reading and Writing
Analyse and craft non-fiction

Charles Dickens A Christmas Carol
Analyse the transformation of the hum human spirit

Curriculum Map 2-year Curriculum





The Prescott School Subject Overview for

English

1 Course/Subject introduction

Throughout the year a series of units are delivered that will develop the skills required for success and progression in Key stage 3. Alongside this, the units cover reading, writing and speaking and listening activities which will provide an insight into the required skills for Key Stage 4 and GCSEs.

2 Course/Subject structure

KS3: Year 7.

Term 1

Personal reading and writing: In this unit pupils will read 'Boy' by Roald Dahl and research Dahl as an author. They will develop the skills needed to study a novel in depth by considering authorial intent. Pupils will recount key events and consider contextual differences. Additionally, students will develop their own writing skills by writing autobiographically to entertain, e.g. writing autobiographies, short real-life stories and blogs.

Poetry: Students will read and analyse a variety of poems from an anthology and develop their own opinion. They will develop the skills needed to unpick a poem and make inferences about structure, meaning, language, purpose and audience; using subject specific terminology to articulate ideas. Additionally, students will explore the reasons why poets choose to write about particular themes and how this influences our attitudes about the world around us. Pupils will have the opportunity to apply their knowledge by planning and writing their own poetry linked to a variety of themes. They will be encouraged to read poetry and develop a personal response; discussing how emotion and key concepts are presented through poetic form.

Head of Department

Mrs N Traverse

Number of lessons per fortnight

For Key Stage 3 8

For Key Stage 4 9

<p><i>Term 2</i></p>	<p>Morpurgo Study: In this unit students will have the opportunity to study an author in depth by reading a full text. Pupils will investigate the methods the writer uses to develop characters, setting, plot and present themes in a novel. This unit emphasises the importance of reading not only as a key skill but for enjoyment and pleasure. All pupils will be encouraged to recount key events from the novel and develop a personal opinion using references from the text. Students will analyse key characters and evaluate the methods the writer uses to describe and bring the character to life. Additionally, pupils will develop and build on empathy skills when studying key characters by placing them in real life contexts. Students will engage with a number of written tasks in order to secure understanding of plot and characters e.g. writing a diary entry from a character’s perspective and interpreting feelings/emotions of a key character. Also, this unit will introduce the idea that writers are social critics and are using texts as a vehicle to change. Students will be encouraged to think about the writer’s intentions and evaluate the novel’s overall effectiveness in delivering the message to the reader.</p>
<p><i>Term 3</i></p>	<p>Global Goals: During this unit students will investigate the term ‘Global Goals’ and explore our environment and the impact we have on the world we live in. Pupils will consider ‘real-life’ environmental and societal issues in a wider context before picking one aspect to research and explore in depth. All students will have the opportunity to discuss key issues and develop effective oracy and communication skills by participating in class debates and short presentations. Pupils will be encouraged to consider how we can help our environment through a variety of written tasks e.g. letter writing; as well as engaging in practical tasks such as creating an environmentally safe product in a Dragon’s Den style activity.</p> <p>Our Day Out: Students will investigate themes and characters in Our Day Out by Willy Russell. This will give them an opportunity to explore playwrighting and understand how the work of dramatists is communicated. Students will follow the plot and recount key events- making inferences and predictions based on their understanding of the text and characters. This study gives them the opportunity to analyse a character and their development throughout the play. Pupils will be encouraged to draw on their understanding of the play and use textual references in order to compare characters and support their personal opinions. Pupils will examine the presentation of themes e.g. poverty and how Russell uses these as a vehicle for his own message. Students will consider how life has changed and adapted since 1977 and think about the role of education in shaping an individual’s life.</p>

Year 7: Literacy Tree Schemes and Texts.

Year 7 pupils following the Literacy Tree Scheme will engage with the KS3 National Curriculum from a thematic approach. We have selected relative texts to support the teaching and learning of our schemes of work. This targeted approach supports pupils with weak reading and literacy skills in order to close gaps in learning and secure progress for our students.

Students following the Literacy Tree scheme will have the opportunity to read the following texts when studying the above units:

<u>Term 1:</u> Poetry	Caged Bird, Maya Angelou.
<u>Term 2:</u> Novel Study	Illegal, Andrew Donkin and Eoin Colfer.
<u>Term 3:</u> Global Goals	Can We Save the Tiger? Martin Jenkins.

KS3: Year 8.

Term 1	<p>Horror Genre: In this unit Students will read texts linked to the Horror genre e.g. Frankenstein. This will allow them to explore stylistic features and typical conventions of a specific genre in depth. We will consider why this genre is appealing and popular to mass readers worldwide by analysing key characters, plot and setting. Pupils will then have the opportunity to adapt and apply the skills learnt from exploring the horror genre to write and review their own creative story linked to Horror. This unit will encourage pupils to plan, draft and proof read their own short narrative; improving vocabulary for effect and engaging the reader.</p> <p>War Poetry: Pupils will build on the poetic skills acquired in year 7 during this scheme. Students will read and analyse a variety of poems linked to the key theme of war and develop a personal opinion. They will focus on how war is portrayed and consider poets' attitudes towards power and conflict. This will allow them to explore historical dates and key events and apply cross curricular knowledge when reading and interpreting a poem. Pupils will re-visit and develop their analytical skills by focusing on poetic structure, meaning, language, purpose and audience. Towards the end of this unit, pupils will learn how to study and compare two poems. Students will be guided to identify similarities and differences between two or more poems by making textual references to support ideas. They will apply the analytical skills they have developed in order to show how poets differ when presenting their ideas and attitudes about war in poetry. Pupils will make evaluative comments and consider how successful the poet is in delivering a message to the reader.</p>
---------------	--

<p><i>Term 2</i></p>	<p>19th Century Life and Literature: Students will identify the difference between 19th and 21st century life through the study of Oliver Twist and research tasks. They will focus on the character of Oliver and the key events that unfold in his life. Students will also explore key themes as a vehicle for Dickens’ message to his reader. Pupils will undertake an exploration of societal changes and apply their knowledge of life in the 19th century by engaging in class discussions about social injustice. We will focus on life in the workhouse, the treatment of women and children in a patriarchal society and the justice system. They will consider how the treatment of children and their rights have changed. Pupils will be encouraged to discuss their feelings of characters and justify their opinions using textual references and contextual knowledge to support ideas. To consolidate learning, pupils will produce a variety of written tasks e.g. diary entries from a character’s perspective and essays about social injustice in response to the text.</p>
<p><i>Term 3</i></p>	<p>Shakespeare text study: Students will learn about Shakespearian society and the importance of live theatre amongst the masses. This research will prepare pupils to study two popular plays written by Shakespeare; ‘Macbeth’ and ‘Much Ado about Nothing.’ They will track the plot act by act, analyse the characters presented to the audience by Shakespeare and explore his intended message to society. Additionally, they will familiarise themselves with the language used by Shakespeare in preparation for GCSE. Students will have the opportunity to discuss their favourite characters and conceptualise the play by considering key contextual factors e.g. power and women in society.</p> <p>Transactional writing (3 week scheme): To consolidate understanding of the plot- pupils will explore the function of transactional texts by considering their importance in ‘real life’ situations. Students will plan, draft and write a variety of transactional texts linked to the plays they have studied e.g. a letter to a key character, a speech about social injustice, an article about a key event.</p>

KS3: Year 9.

<p><i>Term 1</i></p>	<p>Novel Study: In this unit, pupils will study the Dystopian novel 'Noughts and Crosses' by Malorie Blackman. Students will explore the key term 'dystopia' and build on the idea that writers are social critics and are using texts as a vehicle to change. Students will be encouraged to think about the writer's intentions and evaluate the novel's overall effectiveness in delivering the message to the reader. Pupils will investigate the methods the writer uses to develop characters, setting, plot and present themes in a novel. This unit emphasises the importance of reading not only as a key skill but for enjoyment and pleasure. All pupils will be encouraged to recount key events from the novel and develop a personal opinion using references from the text to support ideas. Students will analyse key characters and evaluate the methods the writer uses to describe and bring the characters to life. Additionally, pupils will develop and build on empathy skills when studying key characters by placing them in real life contexts. Students will engage with a number of written tasks in order to secure understanding of the novel e.g. writing a diary entry from a character's perspective and interpreting feelings/emotions of a key character. Critical thinking skills will begin to develop when pupils are challenged to consider thought provoking issues such as; prejudice and racism in an alternate society and articulate their views in spoken and written form.</p> <p>Creative Writing: In this scheme of work, pupils will have the opportunity to use the Dystopian genre as a springboard into creative writing. Students will be encouraged to explore different narrative voices and plots. They will be introduced to the importance of planning, drafting and sharing ideas before producing independent creative writing pieces. Pupils will be challenged to engage and inspire the reader by developing descriptive techniques and enhancing vocabulary for effect.</p>
<p><i>Term 2</i></p>	<p>News: Students will read and engage with a variety of different news articles. Pupils will consider 'real-life' texts and discuss how it is presented to us, the reader, through different mediums and platforms. They will focus on the credibility of sources and the narrative around biased news. We discuss how key societal issues such as; sexism and stereotyping of minority groups are typically depicted in the news we see, hear and read every day. Pupils will compare news articles and how writers present the same news from different perspectives. Students will evaluate the impact of news on social groups and how we often develop pre-conceived ideas about particular social groups because of the news we encounter. During this unit of work, we will question how our fast-paced technology driven society has affected the way we receive and interpret news. Pupils will have the opportunity to report on their own 'news-worthy' stories and develop an appreciation for news.</p>

	<p>Transactional Writing: Students will research and discuss a variety of topics in order to prepare to plan and write a series of transactional pieces (article, letter, speech, report, review). Pupils will learn how to adapt their tone and style to suit the genre, audience and purpose of the task. Students will be encouraged to build on and develop their vocabulary They will learn how to structure information coherently and organise their thoughts in an effective way. Pupils will be introduced to the importance of drafting and proof-reading their own work in order to check for spelling, punctuation and grammatical errors.</p>
<p><i>Term 3</i></p>	<p>Contextualising Victorian Life: Students will enhance their understanding of life in the 19th Century by researching different aspects of Victorian life in preparation for studying A Christmas Carol at KS4. We will contextualise Victorian life by studying the role of women in society, the treatment of children and the social divide between the rich and poor. Pupils will engage with a variety of texts and evaluate the writer’s choice of vocabulary to depict a particular member of society e.g. women. Students will engage in class discussions about stereotyping, social injustice, racism and mental health in order to make sense of the representation of social groups. They will comprehend the advancement of society using literary texts as a yard stick and consider how we will continue to move forward as an ever growing, ever learning society.</p> <p>Unseen Poetry: In this unit, pupils will develop their poetry analysis skills by exploring and examining a series of unseen poems. Students will draw on their prior knowledge to study key themes, meaning, language used by the poet and how the poet chooses to deliver a key message to the reader. They will be guided to identify the similarities and/or differences between the ways the poets present those feelings differently by comparing two unseen poems. Pupils will be taught how to structure their argument coherently by focusing on comparative analysis. Towards the end of this unit, all pupils will complete a full AQA exam question.</p>

KS4: Year 10.

<p><i>Term 1</i></p> <p><i>Study of GCSE Literature texts</i></p>	<p>Modern Text Study- Blood Brothers: Students will investigate themes and characters in Blood Brothers by Willy Russell. Students will follow the plot and recount key events- making inferences and predictions based on their understanding of the text and characters. This study gives them the opportunity to analyse a character and their development throughout the play. Pupils will be encouraged to draw on their understanding of the play and use textual references in order to compare characters and support their personal opinions. Pupils will examine the presentation of themes e.g. poverty and how Russell uses these as a vehicle for his own message. Students will consider how life has changed and adapted since the 1970's and think about the role of social class in shaping an individual's life. They will track the play from the beginning, middle to end and identify key moments and quotations from the play to analyse. Students will learn how to plan and structure an exam response in preparation for their GCSE Literature exam. Towards the end of this unit, all pupils will complete a full AQA exam question.</p> <p>19th Century text- A Christmas Carol: In this unit, students will draw on their knowledge and understanding of Victorian context in order to investigate what life was like for characters in A Christmas Carol by Charles Dickens. Pupils will track the novella by analysing the importance of each Stave and explore the key themes e.g. poverty presented by Dickens. This study gives them the opportunity to focus on the development and growth of Scrooge and consider the role other characters play in his journey to redemption. Pupils will be encouraged to draw on their understanding of the novella and use textual references in order to support their personal opinions. Students will learn how to plan and structure an exam response in preparation for their GCSE Literature exam. Towards the end of this unit, all pupils will complete a full AQA exam question.</p>
<p><i>Term 2</i></p>	<p>English Language (Component 2 Reading and Writing): During this term, pupils will be introduced to the requirements and timings of their English Language exam.</p> <p>Reading Section: Pupils will be introduced to C2 exam skills by reading two texts (19th C and 21st C) and making comparisons. They will focus on the writer's attitude and use of techniques for effect on the reader. Students will respond to questions using QQT to develop inferences.</p> <p>Writing Section: Students will explore the function of transactional texts and consider their importance in real life situations. Pupils will plan and write a variety of transactional texts e.g. letter, article, review, report and speech for various GAP.</p>

	<p>English Language (Component 1 Reading and Writing):</p> <p>Reading Section: Pupils will be introduced to C1 exam skills by reading a variety of short prose texts and responding to questions. They will focus on the writer’s attitude and use of techniques for effect on the reader. Students will respond to questions using QQT to develop inferences.</p> <p>Writing Section: Students will learn how to develop their creative writing skills using ‘show don’t tell’ focusing on a key moment as opposed to a lengthy timeframe. They will learn how to use structure and descriptive techniques to develop plot, character and setting. Pupils will plan and write a short story from a choice of 4 titles.</p>
<p style="text-align: center;"><i>Term 3</i></p>	<p>Poetry Anthology (Power and Conflict): Students will read and respond to 15 poems in the AQA Power and Conflict cluster. Naturally, these poems are linked to themes of; power, war and identity. Pupils will draw on their knowledge from KS3 and use their analytical skills to interpret and study poems- by focusing on structure, meaning, language and emotions depicted by the poet. Students will be encouraged to understand that when examining poetry there are no right and wrong answers; only justifiable answers. They will be guided to study and compare two poems linked to a common theme. Students will identify similarities and differences between two poems by making textual and contextual references to support ideas. They will apply the analytical skills they have developed in order to show how poets differ when presenting their ideas and attitudes about a key theme in poetry. Pupils will make evaluative comments and consider how successful the poet is in delivering a message to the reader.</p> <p>English Language- Speaking and Listening: In this unit, students will revise English Language C1 and C2 exams as well as writing and performing their presentation as part of the speaking and listening component. Students will research a topic of interest and plan and write a speech. This will develop their writing and oracy skills as they consider how to be successful in the speaking and listening assessment.</p>

KS4: Year 11.

<p style="text-align: center;"><i>Term 1</i></p>	<p>Shakespeare Text- Romeo and Juliet: Students will investigate themes and characters in Romeo and Juliet by Shakespeare. Students will follow the plot and recount key events- making inferences and predictions based on their understanding of the text and characters. This study gives them the opportunity to analyse a character and their development throughout the play. Pupils will be encouraged to draw on their understanding of the play and use</p>
--	---

<p><i>Study of GCSE Literature texts</i></p>	<p>textual references in order to compare characters and support their personal opinions. Pupils will examine the presentation of themes e.g. conflict and how Shakespeare uses these as a vehicle for his own message. Students will consider the social and historical context and the impact this has on author intent. They will track the play from the beginning, middle to end and identify key moments and quotations from the play to analyse. Students will learn how to plan and structure an exam response in preparation for their GCSE Literature exam. Towards the end of this unit, all pupils will complete a full AQA exam question.</p>
<p><i>Term 2</i></p>	<p>English Language Revision- Responding to mock exams: Students will have the opportunity to reflect on and evaluate their performance in mock exams. They will revise the processes for answering reading questions (C1 and C2) and key writing tasks (creative narrative and transactional pieces).</p>
<p><i>Term 3</i></p>	<p>Closing the GAP- Revision: During this term, year 11 pupils and their class teacher will focus on identifying gaps and practising exam skills in the lead up to final GCSE examinations. Students will complete past exam papers, timed exam questions and revise content.</p> <p>English Literature exam timings and weighting: AQA English Literature Paper 1: Shakespeare and 19th C novel. 1 hour and 45 minutes. 64 marks. 40% of GCSE.</p> <ul style="list-style-type: none"> - Romeo and Juliet [1 hour]. - A Christmas Carol [45 minutes]. <p>AQA English Literature Paper 2: Modern texts and Poetry. 2 hours and 15 minutes. 96 marks. 60% of GCSE.</p> <ul style="list-style-type: none"> - Blood Brothers [1 hour]. - Poetry Anthology: Power and Conflict [45 mins]. - Unseen Poetry [30 mins]. <p>English Language exam timings and weighting: WJEC EDUQAS English Language Component 1: 1 hour and 45 minutes. 80 marks. 40% of GCSE.</p> <ul style="list-style-type: none"> - Read one prose extract and answer questions [1 hour]. - Write a creative story based on 4 titles [45 mins]. <p>WJEC EDUQAS English Language Component 2: 2 hours. 80 marks. 60% of GCSE.</p> <ul style="list-style-type: none"> - Compare two texts from the 19th C and 21st C [1 hour]. - Write two transactional pieces [1 hour].

3 Recommended texts or websites to support home learning

<http://www.educationquizzes.com/ks3/english/>

<http://www.channel4learning.net/apps/homeworkhigh/english/>

<http://www.bbc.co.uk/education/subjects/z3kw2hv>