

KS3 Curriculum Overview English

Year 7

TERM 1	TOPIC: Legends in Literature	*Key Skills/Subject Links	*Career links & BV
Week 1	Introduction to Prometheus / Prometheus' punishment	Identifying basic English Language and Literature key skills in Fiction extracts.	The exploration of different beliefs and authors, promoting creativity and individual liberty.
Week 2	Modern Heroes, Introduction to Odysseus		
Week 3	Odysseus Book 22, Odysseus continued		
Week 4	The Cyclopes (from The Odyssey), Introduction to Penelope	Applying basic English Language and Literature key skills to their writing of Fiction.	Many of the extracts deal with democracy and mutual respect which is often a discussion point.
Week 5	Penelope Duffy Poem, Penelope analysis		
Week 6	Odysseus and the maids, Introduction to Achilles		
Week 7	Achilles and Hector, Medusa Analysis	<p>Analysing basic English Language and Literature key skills in Fiction extracts for effect.</p> <p>Understanding key features of Poetry and how to interpret poetic techniques.</p> <p>Developing their Fiction writing by using the basic English Language and Literature key skills.</p> <p>Links with History – analysing the impacts of historical myths and legends</p>	<p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p> <p>Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.</p>
TERM 2	TOPIC: Fables and Creation Stories		
Week 1	Hero writing, Understanding Fables	Identifying basic English Language and Literature key skills in Fiction extracts.	Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.
Week 2	Turning a Legend into a Fable, Turning a Fable to a Legend		
Week 3	Plotting a Legend, Beowulf and Heroes, Grendel		
Week 4	Monster Mash, Creating a Monster	Applying basic English Language and Literature key skills to their writing of Fiction.	Exploration of the fables and legends allows for class discussions surrounding morality.
Week 5	Knights and the Chivalric Code, African Creation Stories		
Week 6	Chinese Creation stories, Navajo Creation Myth		
		<p>Analysing basic English Language and Literature key skills in Fiction extracts for effect.</p> <p>Developing their Fiction writing by using the basic English Language and Literature key skills.</p>	<p>Understanding and exploring the extracts key themes of morality develops views of mutual respect and individual values and beliefs held by others/ another culture.</p> <p>Communication skills, research and investigative ability and critical evaluation</p>

		Links with History – analysing the impacts of historical myths and legends RE and the development of religious beliefs as well as creative writing structures and format.	skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles. Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.
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TERM 3	TOPIC: The Art of Rhetoric	Identifying key spoken language skills and rhetoric techniques.	Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.
Week 1	Introduction to Rhetoric, Rhetoric Terms	Explaining and Understanding the use of effective rhetoric, focusing on key historical speeches and examples.	Exploration of different rhetoric speeches which touch base on a number of important themes (poverty, equality, rights) allows for discussions and comparison to the present.
Week 2	Martin Luther King Speech, Barack Obama Speech		
Week 3	Comparing Political Speeches		
Week 4	Assessing Comparison of Rhetoric used in Political Speeches		
Week 5	Greta Thunberg Speech, Emma Watson Speech		
Week 6	The Kings Speech, John Agard's Half-Caste Poem	Analysing and Evaluating the use of effective rhetoric in poetry and speeches. Creating our own effective rhetoric speeches and performing them. Links with Drama with performance based speeches. Links with History the study of influential people/historical figures and how they effectively used rhetoric to persuade/influence others.	Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles. Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.

TERM 4	TOPIC: Shakespeare's Greatest Hits	Identifying Dramatic/Playwrights' Methods, Use of Language,	Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons
Week 1	An Introduction to Shakespeare		
Week 2	Romeo and Juliet, Macbeth		
Week 3	Taming of the Shrew, The Tempest		

Week 4	Lady Macbeth & Juliet Capulet, Much Ado About Nothing	Characterisation, Contextual Links, and Plotting Structures	to the present and our beliefs and practices.
Week 5	Sonnet 18, Othello		
Week 6	Writing Your Own Shakespearean Tragedy	<p>Explaining and Understanding Character Development, Effect of Playwrights' Methods, Effect and Use of Language, Contextual Links, and Effect of Plotting Structures.</p> <p>Analysing and Evaluating Character Development, Effect of Playwrights Methods, Effect of and Use of Language, Contextual Links, and Effect of Plotting Structures.</p> <p>Links with History and RE with the use of PEACE paragraphs to evaluate, analyse, and explain a specific idea within the text as well as the continued references and development of links to the Jacobean era and religious beliefs.</p> <p>Links with Drama with characterization, use of Dramatic Features, and pantomime.</p> <p>Links with MFL sharing of key quotations and vocabulary to translate and perform.</p>	<p>Exploration of the plays themes of family, relationships, guilt, violence, conflict and class allows for discussions and comparison to the present which includes gender equality, hierarchy and individual freedoms.</p> <p>Understanding and exploring the plays key themes and conflict develops views of mutual respect and the respect of other cultures and their values.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p>
TERM 5	TOPIC: Evolution of Poetry	Identifying Poetic Methods, Use of Language, Contextual Links, and Poetic Structures.	Exploration of historical and modern practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.
Week 1	The Self – Identity 'Words' and 'The Box' (topic of dyslexia)		
Week 2	Cultural Identity 'Presents from my Aunts in Pakistan' and 'Search for my Tongue'		
Week 3	Revision and End of Year Exam Preparation	Explaining and Understanding Effect of Poetic Methods, Effect and Use of Language, Contextual Links, and Poetic Structures.	Exploration of the seminal literature allows for discussions and comparison to the present which includes cultural and religious beliefs.
Week 4	End of Year Examinations		
Week 5	Prejudice and Diversity 'Still I rise' and 'Put the Kettle on'	Analysing, Evaluating, and Comparing and	

		<p>Contrasting the Effect of Poetic Methods, Effect of and Use of Language, Contextual Links, and Poetic Structures.</p> <p>Links with RE and Health and Social Care with the awareness of familial and romantic relationships.</p> <p>Links with MFL sharing of key quotations and vocabulary to translate and perform.</p> <p>Links with P.E. for a Sports Day writing activity/ competition.</p>	<p>Understanding and exploring poetry develops views of world literature, human relationships and how these can be affected by culture and religion and encourages mutual respect for a multicultural world.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p>
TERM 6	Topic: Evolution of Poetry Continued		
Week 1	Gratitude 'We Alone' and 'It's all I have to bring today'	Identifying Poetic Methods, Use of Language, Contextual Links, and Poetic Structures.	Exploration of historical and modern practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.
Week 2	Childhood 'Brendan Gallacher' and 'Hide and Seek'		
Week 3	Effects of Conflict 'Extract from Out of the Blue' and 'Ducle Et Decorum Est'		
Week 4	Love and Relationships 'When We Two Parted' and 'Winter Swans'	<p>Explaining and Understanding Effect of Poetic Methods, Effect and Use of Language, Contextual Links, and Poetic Structures.</p> <p>Analysing, Evaluating, and Comparing and Contrasting the Effect of Poetic Methods, Effect of and Use of Language, Contextual Links, and Poetic Structures.</p> <p>Links with RE and Health and Social Care with the awareness of familial and romantic relationships.</p>	<p>Exploration of the seminal literature allows for discussions and comparison to the present which includes cultural and religious beliefs.</p> <p>Understanding and exploring poetry develops views of world literature, human relationships and how these can be affected by culture and religion and encourages mutual respect for a multicultural world.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support</p>

		<p>Links with MFL sharing of key quotations and vocabulary to translate and perform.</p> <p>Links with P.E. for a Sports Day writing activity/ competition.</p>	<p>jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p>
Rollover			
Week 5	Sunflower Poetry Project	<p>Identifying Poetic Methods, Use of Language, Contextual Links, and Poetic Structures.</p> <p>Explaining and Understanding Effect of Poetic Methods, Effect and Use of Language, Contextual Links, and Poetic Structures.</p> <p>Analysing, Evaluating, and Comparing and Contrasting the Effect of Poetic Methods, Effect of and Use of Language, Contextual Links, and Poetic Structures.</p> <p>Links with RE and Health and Social Care with the awareness of familial and romantic relationships.</p> <p>Links with MFL sharing of key quotations and vocabulary to translate and perform.</p> <p>Links with P.E. for a Sports Day writing activity/ competition.</p>	<p>Exploration of historical and modern practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.</p>
Week 6	Sunflower Poetry Project		<p>Exploration of the seminal literature allows for discussions and comparison to the present which includes cultural and religious beliefs.</p>
Week 7	Sunflower Poetry Project Presentations		<p>Understanding and exploring poetry develops views of world literature, human relationships and how these can be affected by culture and religion and encourages mutual respect for a multicultural world.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education,</p>

			being an author, poet, or playwright etc.

YEAR 8

TERM 1	TOPIC: Gothic Literature	*Key Skills/Subject Links	*Career links & BV
Week 1	Gothic genre, The Castle of Otranto, Northanger Abbey	Identifying basic English Language and Literature key skills in Gothic Fiction extracts.	The exploration of different beliefs and authors, promoting creativity and individual liberty.
Week 2	Setting: Frankenstein, Jane Eyre, The Red Room		
Week 3	Setting: Rebecca; Pathetic Fallacy: The Woman in Black		
Week 4	Tension and Structure: The Tell Tale Heart	Applying basic English Language and Literature key skills to their writing of Gothic Fiction.	Many of the extracts deal with key themes such as love, grief, family which is often a discussion point.
Week 5	Foreshadowing: The Monkey's Paw		
Week 6	Villains: Frankenstein		
Week 7	Villains: Jekyll and Hyde; Mirroring and Duality	<p>Analysing basic English Language and Literature key skills in Gothic Fiction extracts for effect.</p> <p>Understanding key features of Gothic literature and how to interpret literary techniques.</p> <p>Developing their Gothic Fiction writing by using the basic English Language and Literature key skills.</p> <p>Links with GCSE English – understanding the plot and interpreting a text studied at GCSE (Jekyll and Hyde)</p>	<p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p> <p>Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.</p>
TERM 2	TOPIC: Gothic Literature	Identifying basic English Language and Literature key skills in Gothic Fiction extracts.	The exploration of different beliefs and authors, promoting creativity and individual liberty.
Week 1	Villains and Women (Wuthering Heights)		
Week 2	Vampires: Dracula, New Moon		
Week 3	The Raven (language and structure)	Applying basic English Language and Literature key skills to their writing of Gothic Fiction.	Many of the extracts deal with key themes such as love, grief, family which is often a discussion point.
Week 4	Ghosts (City of Ghosts, Her Fearful Symmetry)		
Week 5	Creative writing stimuli (Breathe, The Vanishing)		
Week 6	Creative writing assessment; Escape Room	<p>Analysing basic English Language and Literature key skills in Gothic Fiction extracts for effect.</p> <p>Understanding key features of Gothic literature and how to interpret literary techniques.</p>	<p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p> <p>Exploration of historical practices, beliefs, and traditions allow for</p>

		<p>Developing their Gothic Fiction writing by using the basic English Language and Literature key skills.</p> <p>Developing their creative writing skills using Gothic fiction extracts</p> <p>Links with GCSE English – exposure to creative writing techniques which will be assessed as part of their GCSE English Language exam in Year 11</p>	reflections and comparisons to the present and our beliefs and practices.
TERM 3	TOPIC: Tragedy and Comedy (The Tempest)	Identifying	Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.
Week 1	Understanding plot structure: introduction to play and plot Mood and atmosphere: Act 1 Scene 1	Dramatic/Playwrights' Methods, Use of Language, Characterisation, Contextual Links, and Plotting Structures	
Week 2	Making inferences: Act 1 Scene 2 [Miranda and Prospero and Ariel and Prospero] Act 1 Scene 2 [Caliban enters]	Explaining and Understanding Character Development, Effect of Playwrights' Methods, Effect and Use of Language, Contextual Links, and Effect of Plotting Structures.	Exploration of the plays themes of family, relationships, guilt, violence, conflict and class allows for discussions and comparison to the present which includes gender equality, hierarchy and individual freedoms.
Week 3	Understanding social rank: Act 1 Scene 2 [Ferdinand] Character analysis: Act 2 Scene 1		
Week 4	M2 assessment M2 prep lesson Complete M2	Analysing and Evaluating Character Development, Effect of Playwrights Methods, Effect of and Use of Language, Contextual Links, and Effect of Plotting Structures.	Understanding and exploring the plays key themes and conflict develops views of mutual respect and the respect of other cultures and their values.
Week 5	Comedy genre: Act 2 Scene 2 Making links to context: Act 3 Scene 1		
Week 6	Language: exploring the sonnet form Evaluating character: Act 3 Scene 2	<p>Links with History and RE with the use of PEACE paragraphs to evaluate, analyse, and explain a specific idea within the text as well as the continued references and development of links to the Jacobean era and religious beliefs.</p> <p>Links with Drama with characterization, use of Dramatic Features, and pantomime.</p>	<p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media,</p>

		Links with MFL sharing of key quotations and vocabulary to translate and perform.	theatre/acting, education, being an author, poet, or playwright etc.
TERM 4	TOPIC: Tragedy and Comedy (The Tempest)	Identifying Dramatic/Playwrights' Methods, Use of Language, Characterisation, Contextual Links, and Plotting Structures	Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.
Week 1	Purpose and response: Act 3 Scene 3 Personal response: utopia		
Week 2	Evaluating character: Act 4 Scene 1 Drama: Act 4 Scene 1 [Section 2]		
Week 3	Infer meaning: Act 5 Scene 1 [Section 1] Analysing language: Act 5 Scene 1 [Section 2]	Explaining and Understanding Character Development, Effect of Playwrights' Methods, Effect and Use of Language, Contextual Links, and Effect of Plotting Structures.	Exploration of the plays themes of family, relationships, guilt, violence, conflict and class allows for discussions and comparison to the present which includes gender equality, hierarchy and individual freedoms.
Week 4	Dramatic techniques: Act 5 Scene 1 [Section 3] Purpose and meaning: epilogue		
Week 5	Suggested book assessment Prep for AS: analysing Prospero Complete AS: analysing Prospero	Analysing and Evaluating Character Development, Effect of Playwrights Methods, Effect of and Use of Language, Contextual Links, and Effect of Plotting Structures.	Understanding and exploring the plays key themes and conflict develops views of mutual respect and the respect of other cultures and their values.
Week 6	Writing persuasively: proposal development Evaluating writing: proposal consolidation	Links with History and RE with the use of PEACE paragraphs to evaluate, analyse, and explain a specific idea within the text as well as the continued references and development of links to the Jacobean era and religious beliefs. Links with Drama with characterization, use of Dramatic Features, and pantomime. Links with MFL sharing of key quotations and vocabulary to translate and perform.	Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles. Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.
TERM 5	TOPIC: The Novel – Refugee Boy	Identifying Authorial Methods, Use of Language, Characterisation,	Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons
Week 1	Study of the novel: non-fiction writing Refugee Boy: introducing the novel – key themes/characters/plot		

	Writing from the perspective of a character: MRS SOAP acronym	Contextual Links, and Plotting Structures.	to the present and our beliefs and practices.
Week 2	Continue class reading of the novel: writing to advise/letter writing using the DAFOREST acronym	Explaining, Understanding, and Summarising Character Development, Effect of Authorial Methods, Effect and Use of Language, Contextual Links, and Effect of Plotting Structures. Analysing and Comparing Character Development, Effect of Authorial Methods, Effect of and Use of Language, Contextual Links, and Effect of Plotting Structures. Understanding different methods of writing for a purpose e.g. diary entries, letters, speeches Links with History by studying conflict between countries, as well as cultural identity. Links with Geography by looking at the impact of migration and reasons why people seek asylum. Links with GCSE English Language as students will be exposed to different writing styles.	Exploration of the novel allows for class discussions surrounding morality, human rights, migration and asylum.
Week 3	M3 END OF YEAR EXAMS		Understanding and exploring the novels key themes of equality develops views of mutual respect and individual values and beliefs held by others/ another culture.
Week 4	Continue class reading of the novel: PEACE paragraph writing – key event/theme/character		Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.
Week 5	Continue class reading of the novel: Speech writing based on a key issue within the novel		Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.
TERM 6	Topic: The Novel – Refugee Boy	Identifying Authorial Methods, Use of Language, Characterisation, Contextual Links, and Plotting Structures. Explaining, Understanding, and Summarising Character Development, Effect of Authorial Methods, Effect and Use of Language, Contextual Links, and Effect of Plotting Structures.	Exploration of historical practices, beliefs, and traditions allow for reflections and comparisons to the present and our beliefs and practices.
Week 1	Continue class reading of the novel: Diary writing		Exploration of the novel allows for class discussions surrounding morality, human rights, migration and asylum.
Week 2	Continue class reading of the novel: Media Presentation (studying articles)		Understanding and exploring the novels key themes of equality develops views of mutual respect and
Week 3	Continue class reading of the novel: The use of rhetoric and persuasive writing Writing to a politician/parliament		
Week 4	Continue class reading of the novel: Assessed speech performance – speaking and listening assessment (referring back to prior learning, re-drafting and presenting ideas)		

		<p>Analysing and Comparing Character Development, Effect of Authorial Methods, Effect of and Use of Language, Contextual Links, and Effect of Plotting Structures.</p> <p>Understanding different methods of writing for a purpose e.g. diary entries, letters, speeches</p> <p>Links with History by studying conflict between countries, as well as cultural identity.</p> <p>Links with Geography by looking at the impact of migration and reasons why people seek asylum.</p> <p>Links with Politics as students will practice writing to a politician in order to enforce statutory changes.</p> <p>Links with GCSE English Language as students will be exposed to different writing styles.</p>	<p>individual values and beliefs held by others/ another culture.</p> <p>Communication skills, research and investigative ability and critical evaluation skills will start to be developed this could support jobs in areas such as marketing and public relations, human resources, childcare and education, law, health care, and academic roles.</p> <p>Creating a love for reading and for Literature develops support for creative careers such as journalism, marketing and media, theatre/acting, education, being an author, poet, or playwright etc.</p>
Rollover			
Week 5	Introduction to Macbeth – Themes	GCSE RELATED LINKS	
Week 6	Introduction to Macbeth - Characters		
Week 7	Introduction to Macbeth – Context		

*Careers and British Values (BV) – This is a key area to address due to the new OFSTED framework. We need to consider how our curriculum links to careers and British Values. Below I have included some information on this to help make this evident in your schemes of work. **Please identify at least 5 areas within your scheme of work that coincide with future careers and values. There is no need to fill every week in with a link!**

*Key Skills and cross-department links – We are looking to create these overview sheets to try and map what we are doing across the school and see if we can support one another. In this column please detail if there is a key skill that you are focusing on and whether this topic could be supported by another subject. For example, English may be looking at the text 'A Christmas Carol' and History may be able to support with the topic of Victorian Britain. This is an opportunity to ensure we are supporting each other across departments. **Again, please identify 5 areas within your scheme of work where you would like this to happen.**

NB: The new OFSTED framework will critique the reason for a 2-year KS3 rather than 3. We need to look to the National Curriculum in your subject to ensure we are covering the entirety of this in Year 7 & 8.

Further information – Career links and British Values

The key objectives for work-related learning are:

- To promote greater awareness for students about the world of work, the development of key skills and employability.
- To promote awareness and understanding of work, industry, the economy and community.
- To relate skills attitudes, concepts and knowledge learned in school to applications in the wider world.
- To improve employability through work-related learning to develop effective links with key partners and local industry

