



KS3 Curriculum Overview: English

Three key principles:

- Explore essential elements of writer’s craft through carefully sequenced texts.
- Use literature to explore the virtues and vices and broaden knowledge of the world.
- Write with creativity and purpose.

	Year 7	Year 8	Year 9
Autumn Term	<p>PROSE – Lead Text: Girl of Ink and Stars</p> <p>CORE READING: Meaning: <ul style="list-style-type: none"> • Relationships- parents and children, friendship – tier 2 vocabulary • How people change • Loss and sacrifice Language: <ul style="list-style-type: none"> • Connotations, The use of vocabulary for effect • Symbols & symbolism • Simile Structure: <ul style="list-style-type: none"> • Narrative voice/ the effect of first-person POV- need to teach why? • Characterisation- how actions and words create character? • Foreshadowing Context: <ul style="list-style-type: none"> • Folklore – myths and legends • Colonialism </p>	<p>PROSE – Lead Text: A Christmas Carol</p> <p>Supporting texts: <i>The Chimney Sweeper (Innocence and Experience), The Lamb, The Tyger-Blake, Non-fiction: Christmas Among the London Poor Sick & Self-Help- national and individual</i></p> <p>CORE READING: Meaning: <ul style="list-style-type: none"> • Exploring revolutionary political ideas through texts • Morality, values, judgement, and redemption • Society, class, and injustice Language: <ul style="list-style-type: none"> • Simile, personification, metaphor • Symbols and motifs • Language to create mood and atmosphere Structure: <ul style="list-style-type: none"> • Foreshadowing and tension, • Flashbacks and cyclical structure • Third person POV • Contrast, juxtaposition and foils • Function of characters </p>	<p>PROSE – Lead text: Lord of the Flies</p> <p>Supporting texts: Extract from <i>Coral Island</i>, extracts from <i>DNA</i></p> <p>CORE READING: Meaning: <ul style="list-style-type: none"> • Democracy and totalitarianism • Civilisation and savagery • Human nature • Leadership, gangs and bullying Language: <ul style="list-style-type: none"> • Vocabulary- exploring powerful words • imagery, metaphor, simile, extended metaphor • development of symbols and motifs through a text • Foil Structure: <ul style="list-style-type: none"> • Methods of characterisation • Microcosm • Third person omniscient POV and shifts in perspective • Character roles- protagonist, antagonist, foil • Allegory, allegorical characters </p>



	<p>GENRE WRITING: Descriptive writing – describing setting Writing similes Choosing effective vocabulary from different word classes Paragraphs</p> <p>ACADEMIC WRITING: Topic sentences, selecting quotations, embedding quotations, analysing connotations- suggests and symbolises.</p> <p>VIRTUES AND GOLDEN THREADS: Love/Forgiveness vs Enmity/Hate</p> <ul style="list-style-type: none"> • Love (between Da and Isa, Isa and Lupe, Isa’s love for Joya) • Sacrifice (Lupe’s sacrifice for Isa, Arinta’s sacrifice for Joya) • Redemption (Governor Adori) <p>Peace/Collaboration vs Conflict/War</p> <ul style="list-style-type: none"> • Courage (Lupe, Isa) • Conflict (between Governor and The Banished, between Isa and Lupe, Isa/Arinta and Yote) 	<p>Context:</p> <ul style="list-style-type: none"> • How texts can be used for political purposes • How a writer’s experiences and perspectives influence and text • The Victorian Era- poverty, poor laws, child labour <p>GENRE WRITING: Gothic writing Clauses and sentence types, word classes, Freytag’s pyramid, foreshadowing</p> <p>ACADEMIC WRITING: Topic sentences, embedding quotations, analysis of connotations, linking to context and purpose</p> <p>VIRTUES AND GOLDEN THREADS: Love/Forgiveness vs Enmity/Hate</p> <ul style="list-style-type: none"> • Forgiveness – Bob is a symbol of forgiveness • Gratitude – the Cratchits, Scrooge when he changes • Love - the power of love, different types of love <p>Peace/Collaboration vs Conflict/War</p> <ul style="list-style-type: none"> • Scrooge’s internal conflict • Humility (Scrooge's transformation) • Compassion (Scrooge) • Justice/injustice 	<ul style="list-style-type: none"> • Dialogue • Situational irony • Flashback • Dramatic techniques (DNA) <p>Context:</p> <ul style="list-style-type: none"> • Evaluating the usefulness of different types of context eg. biographical, literary • Literary context and influences (Coral Island) • Cold War, effect of WW2 • Biblical context- Adam and Eve • Critical receptions • Differing interpretations of a text eg. about the Holocaust <p>GENRE WRITING: Dystopian writing – Vocabulary for effect, methods of characterisation (through virtues and vices), imagery/metaphor/simile, symbolism</p> <p>ACADEMIC WRITING: Topic sentences, appositives, analysis of language and structure, linking to context and purpose, literary criticism, introductions</p> <p>VIRTUES AND GOLDEN THREADS: Love/Forgiveness vs Enmity/Hate</p> <ul style="list-style-type: none"> • Enmity between Jack and Ralph • Cruelty towards Piggy and the consequences of hate • Love embodied through the character of Simon
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		<p>Faith in God</p> <ul style="list-style-type: none"> Tiny Tim embodies Christian ideas/the Christmas spirit 	<p>Faith in God</p> <ul style="list-style-type: none"> Religious allegory—e.g., the island as an allegory for Eden, Simon’s death as an allegory for Jesus’ sacrifice
<p>Spring Term</p>	<p>DRAMA – Lead Text: The Tempest</p> <p>CORE READING: Meaning:</p> <ul style="list-style-type: none"> Power- exploring relationships in a patriarchal society. Identity and how it is created Freedom Love Revenge <p>Language:</p> <ul style="list-style-type: none"> Shakespeare’s use of language and imagery Language and power Semantic fields Symbolism Simile, metaphor, hyperbole, pathetic fallacy <p>Structure:</p> <ul style="list-style-type: none"> Perspective Theatrical terminology – act, scene, dialogue, soliloquy Foreshadowing The effect of openings <p>Context:</p> <ul style="list-style-type: none"> Shakespeare- biography Colonialism and its impact <p>GENRE WRITING:</p>	<p>DRAMA – Lead Text: Richard III</p> <p>Supporting texts: <i>Elizabeth I Tilbury speech, Julia Gillard sexism speech, Greta Thunberg</i></p> <p>CORE READING: Meaning:</p> <ul style="list-style-type: none"> Villainy, Machiavellianism and manipulation Presentations of disability Kingship <p>Language:</p> <ul style="list-style-type: none"> The art of rhetoric Devices for persuasion and manipulation Shakespeare’s language and imagery <p>Structure:</p> <ul style="list-style-type: none"> Dramatic structure e.g. soliloquy, dramatic irony Foil <p>Context</p> <ul style="list-style-type: none"> Kingship in Elizabethan society Shakespeare’s use of plays to comment on politics and society <p>GENRE WRITING: Speech writing Sentence types for persuasive writing Structure of speeches Form, audience, purpose</p>	<p>DRAMA – Lead Text: Romeo and Juliet</p> <p>Supporting texts: <i>Sonnet 116, contemporary sonnets, spoken word poetry</i></p> <p>CORE READING: Meaning:</p> <ul style="list-style-type: none"> Violence and inner-conflict Religion The family and society <p>Language:</p> <ul style="list-style-type: none"> The language of conflict e.g., oxymorons Extended metaphors Symbolism Semantic fields <p>Structure:</p> <ul style="list-style-type: none"> Dramatic devices e.g., prologues Poetic form- sonnets Dramatic structure and tension Types of rhyme and rhyme schemes Types of repetition (in spoken word) Tragedy <p>Context</p> <ul style="list-style-type: none"> Religion in Elizabethan society Shakespeare’s use of plays to explore universal themes. How Shakespeare is relevant today <p>GENRE WRITING: Sonnets, spoken word poetry</p>



	<p>Letter writing Clauses and sentences, punctuation, imperatives, rhetorical questions, structure and purpose of a letter direct and indirect speech</p> <p>ACADEMIC WRITING: Inferences, analysis</p> <p>VIRTUES AND GOLDEN THREADS: Love/Forgiveness vs Enmity/Hate</p> <ul style="list-style-type: none"> • Love (between Prospero and Miranda, between Miranda and Ferdinand) • Hate (Caliban and Prospero) • Arrogance/Humility (Prospero) <p>Peace/Collaboration vs Conflict/War</p> <ul style="list-style-type: none"> • Conflict (Prospero and Antonio) • Kindness (Miranda) 	<p>ACADEMIC WRITING: Topic sentences, embedding quotations, analysis of connotations, linking to context and purpose</p> <p>VIRTUES AND GOLDEN THREADS: Love/Forgiveness vs Enmity/Hate</p> <ul style="list-style-type: none"> • Dishonesty/truth (Richard) • Arrogance/humility • Greed/selflessness <p>Peace/Collaboration vs Conflict/War</p> <ul style="list-style-type: none"> • Wise leadership (Richmond vs Richard) • Justice (Richmond vs Richard) 	<p>ACADEMIC WRITING: Topic sentences, appositives, analysis of language and structure, linking to context and purpose, introductions, conclusions, literary criticism</p> <p>VIRTUES AND GOLDEN THREADS: Love/Forgiveness vs Enmity/Hate</p> <ul style="list-style-type: none"> • Consequences of hate between the two families • The power of love between Romeo and Juliet in bringing together the families • Compassion embodied through the minor characters, e.g., the Friar and the Nurse who act as parental figures • Different perspectives on love in the sonnets
<p>Summer Term</p>	<p>MODERN TEXT – Lead Text: The Boy Who Steals Houses Supporting texts: <i>The British, We Refugees</i>- Benjamin Zephaniah, <i>Presents from my Aunts</i>- Moniza Alvi, <i>Island Man</i></p> <p>CORE READING: Meaning:</p> <ul style="list-style-type: none"> • Identity • Home • Outsiders and belonging • Truth and lies <p>Language:</p> <ul style="list-style-type: none"> • Juxtaposition 	<p>MODERN TEXT: Lead text: Animal Farm Supporting texts: Poetry of Protest <i>Holy Thursday, Schrodinger’s Black, Caged Bird, Still I Rise, What Were They Like?</i></p> <p>CORE READING: Meaning:</p> <ul style="list-style-type: none"> • Types of government- democracy, communism, totalitarianism • Power and propaganda <p>Language:</p> <ul style="list-style-type: none"> • Rhetoric • Characterisation <p>Structure:</p> <ul style="list-style-type: none"> • Use of symbols and symbolic characters 	<p>MODERN TEXT: Lead text: Anita and Me (Play) Supporting texts: <i>Rivers of Blood, poems about identity</i></p> <p>CORE READING: Meaning:</p> <ul style="list-style-type: none"> • Cultural differences • Identity and belonging • Racism • Generations <p>Language:</p> <ul style="list-style-type: none"> • Dialect, slang and colloquial language • Dialogue and tone • Symbols <p>Structure:</p>



	<ul style="list-style-type: none"> • Sibilance • Use of pronouns • Use of tense • Symbols and symbolism <p>Structure:</p> <ul style="list-style-type: none"> • Narrative voice- third person limited • Flashbacks • Story structure <p>Context:</p> <ul style="list-style-type: none"> • Refugees and immigration • How writers are inspired by their own life or circumstances. • Autism • Domestic abuse <p>GENRE WRITING: Poetry Writing</p> <p>ACADEMIC WRITING: Topic sentences, analysing structure</p> <p>VIRTUES AND GOLDEN THREADS: Love/Forgiveness vs Enmity/Hate</p> <ul style="list-style-type: none"> • Love (Avery and Sam) • Tolerance (refugees and immigration) • Forgiveness (Sam and Moxie) <p>Peace/Collaboration vs Conflict/War</p> <ul style="list-style-type: none"> • Conflict • Truth/dishonesty (Sam and Moxie) 	<ul style="list-style-type: none"> • Allegory • Utopia/dystopia <p>Context:</p> <ul style="list-style-type: none"> • The Russian Revolution • World War II • Literature for a political/ ideological purpose <p>GENRE WRITING: Poetry Writing</p> <p>ACADEMIC WRITING: Topic sentences, embedding quotations, analysis of connotations, linking to context and purpose, exploring different interpretations, introductions</p> <p>VIRTUES AND GOLDEN THREADS: Love/Forgiveness vs Enmity/Hate</p> <ul style="list-style-type: none"> • Dishonesty/truth (Squealer) • Arrogance/humility (Napoleon) • Greed/selflessness (Boxer) • Devotion (Boxer) <p>Peace/Collaboration vs Conflict/War</p> <ul style="list-style-type: none"> • Leadership (Mr Jones, Napoleon, Snowball) • Justice and injustice (the commandments) • Courage (the revolution, Snowball) 	<ul style="list-style-type: none"> • Stage directions, stage set • Chorus • Allegory <p>Context:</p> <ul style="list-style-type: none"> • India and partition • Migration • Semi-autobiographical texts and adaptations <p>GENRE WRITING: Autobiographical Writing – memoir</p> <p>ACADEMIC WRITING: Topic sentences, appositives, analysis of language and structure, linking to context and purpose, introductions, conclusions, literary criticism</p> <p>VIRTUES AND GOLDEN THREADS: Love/Forgiveness vs Enmity/Hate</p> <ul style="list-style-type: none"> • Enmity explored through the challenging topic of racism and racial slurs • Compassion and love explored within the family • Respect discussed and modelled when discussing challenging topics, e.g., slurs • Reverence and respect for older generation seen through Nanima <p>Faith in God</p> <ul style="list-style-type: none"> • Exploration of religious differences, e.g., through discussion of the Partition
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