



## Key Stage 3

Year group:	Topics covered:
Year 7	<p><b>Intent</b></p> <p>1. <b>What knowledge and skills do you want pupils to learn?</b> (Components and Composites) - Outline knowledge which students will receive across the topics taught in each year to ensure pupils to make progress. Which skills will be developed to support knowledge acquisition/application.</p> <p>Our composite (and smaller component) skills have been chosen by taking a cross-section of the Key Stage 3 National Curriculum and the Assessment Objectives provided by Ofqual. We understand that pupils need to be prepared for the demands of their GCSEs, while ensuring that they are not simply studying for GCSEs as soon as they enter secondary education. By breaking down the skills that pupils will need to succeed into smaller, more manageable chunks, we hope to allow them to have both purpose and flexibility in their Key Stage 3 curriculum.</p> <p>Year 7 focuses on developing confidence in our composite skills of <b>Comprehension</b>, <b>Explaining Methods</b>, <b>Communication</b> and <b>Technical Accuracy</b>, with opportunities to develop <b>Speaking and Listening</b>. Our aim is to build a solid foundation before more difficult skills like <b>Comparison</b> and <b>Evaluation</b> are introduced in later years, as these more difficult skills require a solid grasp of the fundamentals of English.</p> <p>We want Year 7 to be able to select <b>evidence</b> and <b>infer</b> information based on a text. Furthermore, they need to be able to <b>identify</b> and <b>explain</b> the different <b>word classes</b>, <b>linguistic devices</b>, <b>sentence forms</b> and <b>structural features</b> used by writers.</p> <p>We also push pupils to be able to use the features that they are learning to identify in their own writing, <b>creating well-structured</b>, <b>engaging</b> pieces of writing that use a <b>range of vocabulary</b> and <b>linguistic devices</b> with a high degree of <b>variety</b> and <b>accuracy</b> in <b>spelling</b>, <b>punctuation</b> and <b>grammatical structures</b> in their sentences.</p> <p>We also expect pupils to be able to <b>present information</b> effectively and formally, <b>listen and respond</b> to feedback.</p> <p><b>Technical Accuracy</b> will be a regular focus with SPaG (Spelling, Punctuation and Grammar) lessons taking place weekly.</p> <p>Regular retrieval of previous information is encouraged through starter activities the keep pupils familiar with information that they have learned previously, and helping them to see the application of this information regularly throughout various topics.</p> <p><b>Content selection:</b></p> <ul style="list-style-type: none"> <li>• does the subject curriculum emphasise ‘enabling knowledge’ and ensure that it is remembered?</li> <li>• Substantive knowledge ▪ Knowledge which enables subsequent learning ▪ Knowledge which enables a desired complex (skilled) performance</li> </ul> <p>2. How is <b>learning sequenced</b> effectively over time?</p> <p><b>Sequencing:</b></p> <ul style="list-style-type: none"> <li>• What must students have already been taught in order to begin to learn this topic? (Prior learning)</li> <li>• Where are the opportunities to address knowledge gaps?</li> </ul> <p>National curriculum Links? Colour coded to show spiralling curriculum</p> <p><b>What topics will students learn during each year? Can be broken down by Autumn/Spring/Summer</b></p> <p>All units are connected thematically by a theme of Myths and Legends. Pupils will learn a range of reading (<b>comprehension</b> and <b>analysis</b>) and writing (<b>communication</b> and <b>technical accuracy</b>) skills across both fiction and non-fiction texts under this connective theme. The skills demanded of pupils will increase in difficulty over the course of the Year, built upon the learning from previous units, allowing for regular progress checks and intervention as composite skills are returned to repeatedly.</p>



Year 7 begins with a study of Myths and Legends. This is a baseline unit that allows us to assess their skills with **reading, writing, technical accuracy** and **verbal communication**. Through the unit they will focus on **reading and understanding** classic stories from which we draw modern references, as well as allowing pupils to familiarise themselves with **conventions of genre**. They will start with Greek myths and learn about stories and folklore from around the world, providing a foundation for the subject matter studied later. Focus will be drawn towards **word-level analysis** and **narrative writing**.

Following on from this, pupils will move on to a novel study: *The Girl of Ink and Stars* by Kiran Millwood Hargrave - a book inspired heavily by myths and folklore from the Canary Islands. Pupils will build upon their Key Stage 2 knowledge, as well as the previous unit, through a more in-depth study of **language and structure**. In addition to **reading and demonstrating understanding of the story**, pupils will learn to **explain the writer's choice of language on a word level**, as well as **identifying more complicated techniques and exploring their effect**. In addition to this, they will build upon their study of genre conventions by **exploring traditional story structure** and practise using these features in **creative writing** exercises.

In order to provide a broad and balanced coverage of content, pupils will build upon their language analysis by exploring persuasive language and the art of rhetoric. Starting by **learning and recognising examples of Aristotelean modes of persuasion** and then applying these principles established in ancient Greece to modern advertising, pupils will undertake a small project that blends both the **analysis** and **use of language and visual media** elements for the purpose of persuasion, building in **speaking and listening opportunities** along the way.

Pupils will move on to a study of poetic forms, giving them an idea of how location and countries of origin have contributed towards the formation of Literary traditions. Starting with extracts from Greek epics and covering other forms of poem, this basic foundation for poetry will be built upon over the coming years so that pupils can **read and understand poetry**, recognise **particular poetic forms**, **analyse the language** contained within and have the opportunity to **create and perform poetry** of their own.

Next is a study of the most influential author in the English canon: William Shakespeare. Pupils will return back to the focus on myth and folklore with *A Midsummer Night's Dream*, where they will use the reading skills that they have developed over the year, as well as more **creative** and **dramatic** approaches, to **access and understand** Shakespeare's story. They will also **examine Shakespeare's language** in detail to explain how impressions of characters are created.

Finally, rounding out this year is a unit blending non-fiction with fiction called "Place, Nature and Mythical Creatures," where pupils will be able to explore the medium of travel writing by **learning about and identifying genre conventions**. However, to tie it in to the Year's theme of myths and legends, this unit will have a fantastical twist to it. Pupils will not only look at **documenting locations and factual information**, but also developing their **descriptive skills** by detailing the various creatures and figures of folklore associated with countries that they describe.

Regular **SPaG lessons** will take place over the course of the year, thematically tied in to the units being studied at the time and with recap and opportunities built in regularly.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Myths and Legends & Novel Study		The Art of Rhetoric and Poetry (Form and Language)		Poetic Forms and Shakespeare ( <i>A Midsummer Night's Dream</i> )	
Skills	<b>Comprehension, Explaining Methods, Communication, Technical Accuracy and Speaking and Listening.</b>					
Assessment	Each topic has formative assessment built into it. Each topic concludes with a summative assessment.					



Year 8	<p>Year 8's topics are grouped under a banner of "Genre and Form," in which we explore conflict and location through English. We aim to build upon the general studies of <b>Comprehension</b>, <b>Explaining Methods</b>, <b>Communication</b> and <b>Technical Accuracy</b> from Year 7 with a loose focus on how the world around us can inspire the kind of writing that authors create, giving them a foundational understanding of an idea that will be explicitly explored in later years. Again, Year 8 will see weekly <b>SPaG</b> and reading lessons to boost retention of core grammatical rules.</p> <p>The year begins with a refresher on reading and writing with a study of Gothic Horror. Through this unit, they will explore a range of short stories written by a variety of authors with the aim of learning how they <b>use language and structure</b> to create vivid characters and control the flow of information and build to scary and climactic moments. Pupils will eventually imitate the authors that they have studied to <b>create their own short horror story</b> that they will then be able to read and share with their peers as a <b>speaking and listening opportunity</b>.</p> <p>Following on from this study of language and structure is a journey to a dystopian society in our second novel study: <i>The Bone Sparrow</i> by Zana Fraillon. Through this unit, pupils will be building upon their study of structure and language to control information, but they will look at how <b>plot elements and characters are developed</b> over a longer period of time, <b>deepening their understanding of how texts are constructed</b>. Pupils will practise a <b>variety of written tasks</b> to further their understanding of plot and character construction.</p> <p>Further building upon this is a study of the First World War and the literature that arose out of the time period. Pupils will explore a range of texts, including posters, novel extracts and poems and <b>understanding what the writers were trying to communicate and why</b>. Pupils will study various texts written during and about the First World War, <b>analysing the choices of language and form</b> used by the poets, and <b>practise writing poetry</b> using the time period as inspiration.</p> <p>Pupils will then move on to Journeys: a unit blending fiction and non-fiction, with a particular focus on travels caused by, involving or fleeing from conflict. In this unit they will explore how <b>language and structure</b> can be used to affect <b>tone and mood</b> of a piece of writing, as well as <b>communicate the feelings and viewpoints</b> of the writers.</p> <p>Building upon their study of viewpoints and tone, pupils will look into the Newspapers and Reporting. They will analyse <b>genre conventions</b>, <b>variations in language and speech patterns</b>. Through this unit, they will practise their <b>written expression</b> within the confines of a particular genre and form, using this as inspiration for a <b>speaking and listening presentation</b>.</p> <p>Rounding out the year is a play and author study. Pupils will build upon their deepened understanding of text forms and variations in language to explore the script form in deeper detail, looking at how limitations in form can be overcome with creative thinking and staging. In addition to <b>understanding the play</b>, pupils will be <b>analysing the writer's choice of language and structure</b>, as well as using <b>dramatic</b> and <b>creative</b> approaches to explore characters and events in greater depth.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Gothic Horror and Novel Study (The Bone Sparrow)		War Poetry and Journeys		News and Reporting and Play Study (Our Day Out)	
Skills	<b>Comprehension</b> , <b>Explaining Methods</b> , <b>Communication</b> , <b>Technical Accuracy</b> and <b>Speaking and Listening</b> .					
Assessment	Each topic has formative assessment built into it. Each topic concludes with a summative assessment.					



Year 9	<p>Year 9 is connected through an overarching theme of exploring how English affects, and is affected by, the world around them. To this end, we begin the year with a unit called “Around the World.” In this unit, pupils build upon their <b>understanding of variations in texts caused by various factors including purpose, place of origin and author</b>. Through this unit, we look at how <b>language and structure (including non-standard English and dialect)</b> are used to present complex concepts like identity and to communicate viewpoints, and <b>evaluate the impact that they have</b>. We also use this unit to expose pupils to examples of seminal World Literature - covering poetry, prose and non-fiction. <b>Opportunities for creative writing</b> appear regularly alongside each form of text.</p> <p>Building upon the angle of World Literature and how <b>cultural experience</b> can be communicated through <b>choices in language and form</b>, we look at examples of poetry from other cultures. Through this study, we explore the difference that place, time and even personal identity can have on a text, <b>comparing the viewpoints, methods and ideas shown</b> in different texts through <b>longer, more complex answers that link points confidently</b>. Further reinforcing the idea of exploring literature from other cultures and exploring texts in depth, we study the novel <i>Of Mice and Men</i>. Through this, pupils will dive deeper into a text and be introduced explicitly to <b>themes and motifs</b>, using ideas around identity and experience previously explored in the poetry unit, <b>evaluating</b> the impact of <b>language, structure</b> and <b>context</b> in <b>thoughtful and connected responses</b>.</p> <p>Next, pupils will use ideas of representation and equality explored in the previous text to investigate the relationship that we, as readers, have with the texts that we read and the media we consume. This unit uses a heavy media influence to get <b>pupils considering purpose and intent, comparing the ideas presented in different texts, the way in which they present them</b> and being able to <b>discuss and present their ideas in a formal context</b>.</p> <p>Ideas about equality, fairness and the way that people’s opinions can change their language and behaviour are explored in our second Shakespeare text of Key Stage 3: <i>Romeo and Juliet</i>. By this stage, pupils should be confident <b>analysing difficult language</b> and <b>speaking in front of others</b>, allowing them to <b>explore Shakespeare’s language in more detail</b>, as well as exploring different methods of delivery to allow them to <b>understand differences in interpretation and evaluate the impact</b> that this can have.</p> <p>Finally, pupils will hone their language skills in a creative unit that will allow them to try out the different skills that they have analysed over the course of the year by exploring the Writer’s Craft. This unit is a summation of the entirety of Key Stage 3’s learning and will get pupils <b>practising writing in different genres, forms and styles, as well as for different purposes</b>. A tight focus will be placed on <b>grammatical</b> and <b>spoken skills</b> to build confidence going in to Key Stage 4.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Around the World & Poetry from Other Cultures		Of Mice and Men & Media and Representation		Romeo and Juliet & The Writer’s Craft	
Skills	<b>Comprehension, Explaining Methods, Communication, Technical Accuracy, Speaking and Listening, Comparison and Evaluation.</b>					
Assessment	Each topic has formative assessment built into it. Each topic concludes with a summative assessment.					
<b>Assessment:</b>	<b>How Will I be assessed at Key Stage 3?</b>					
	<p>The National Curriculum is used as a benchmark and is referred to in each individual scheme as a foundation for Composite (and by extension, Component) skills that form the assessment criteria.</p> <p>Each of the skills is re-visited over the course of the unit so that pupils will have the chance to not only learn, but to recall and practise the skills they are using within a unit and across year groups. The aim for this is to increase retention and build confidence with their skills.</p> <p>Increased emphasis is placed on the thorough development of <b>Comprehension</b> and <b>Explaining Methods</b> over Year 7 and 8 to avoid the cognitive load of applying the more the difficult skills required in <b>Comparison</b> and <b>Evaluation</b> until Year 9. This is done to ensure pupils have heightened confidence in the foundational skills before they have to explore their applications.</p> <p>Challenge for pupils comes from increasing difficulty of texts studied. There is an expectation for pupils to grow as readers by <b>studying</b> and <b>applying their understanding of language and structure</b> to progressively more difficult texts that will prepare them for kind of things they will need to access for GCSE</p> <p>Baseline, formative and summative assessment pieces of work are part of each unit. This should allow teachers frequent opportunities to assess pupil progress, identify and remedy gaps in learning.</p>					