



## Key Stage Three

## Curriculum Plan

Engelman – “Effective reform must start with the understanding that the curriculum is the central focus and the central business of schools. Effective curricula are the sine que non of the system that is capable of delivering a quality education to all kids”

Kierkegaard – “The tragedy of life is that one can only understand life backwards, but one must live it forwards”

The vision behind this curriculum is that:

1. Knowledge is power, and skills depend on contextual understanding
2. Cultural capital enables all students to understand the society we live in and the language we use
3. Linear progression enables all students to make connections between what came before and what came afterwards

## Year 7 Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Victorian Literature – Oliver Twist Nineteenth Century Non-Fiction Extracts		Descriptive Writing	Roman Rhetoric – Non- Fiction speeches Cicero and Suetonius	Shakespeare Villains – range of extracts from Shakespeare Plays	Poetry - Presentation of School in different forms – Carol Ann Duffy
<b>Specialist Language and Vocabulary</b>					
Melodrama Clauses Structure Narrative Atmosphere Perspective Evaluate Tension Writer's methods Complex sentences Direct speech Pathetic fallacy Satire Hyperbole		Lexical field Adjective Setting Clauses Structure Narrative Atmosphere Perspective Evaluate Tension Writer's methods Complex sentences Direct speech Pathetic fallacy	Hyperbole Anaphora Logos Pathos Alliteration Rule of Three Simile Rhetorical question Pronoun Emotive Language Hypophora Repetition Antithesis	Dramatic Irony Conspirator Fatal flaw Tyranny Elizabethan Soliloquy Syntax Conflict Metaphorical Tragedy Protagonist Foreshadowing	Perspective Pronoun Adjective Emotive language Lexical field Pathos Allusion
Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary
<b>Key Learning</b>					
Knowledge of Victorian Literature and culture and context Read, understand and respond to 19 <sup>th</sup> Century text and make connections with literary as well as social and historical context Analyse language, form and structure used by a writer to create meaning – using relevant subject terminology		Knowledge of descriptive writing techniques Communicate effectively using a range of sentence forms and whole text structures. Embed different literary techniques and develop a range of vocabulary.	Knowledge of rhetoric Understand and be able to apply different techniques for persuading an audience using a range of different structural techniques. Learn how to compare the methods used by a writer in two texts.	Knowledge of Shakespeare life, plays and context (Jacobean) Read, understand and respond to drama text analysing form and structure and linking context and writers purpose.	Knowledge of Poetry Analysing meaning and structure Synthesising evidence from texts
<b>Assessment</b>					
How does Dickens use pathetic fallacy in Oliver Twist? <b>Language AO2</b> Explain, comment on and analyse how writers use	Analysis of whole text – evaluation, language and form <b>Literature</b> <b>AO1 – Read, understand and respond to texts</b>	Write a descriptive piece using visual stimulus. <b>Language</b> <b>AO5 Communicate clearly and imaginatively by adapting tone,</b>	Comparative Extract Analysis focusing on language <b>Literature AO2 – Analyse</b> <b>language, form and structure</b> <b>used by a writer to create</b>	Analysis of whole text – evaluation, language and form <b>Literature AO2 – Analyse</b> <b>language, form and structure</b> <b>used by a writer to create</b>	Comparison of presentation of school in range of different texts <b>Language AO5 Communicate</b> <b>clearly and imaginatively by</b>

language, structure and form to achieve effects and influence	AO2 – Analyse language, form and structure used by a writer to create meaning – using relevant subject terminology AO3 – Show understanding of the relationship between texts and contexts	style and register. Cohesive techniques AO6 use a range of vocabulary and sentence structures with accurate spelling and punctuation	meaning – using relevant subject terminology Language AO3 – compare writers ideas and perspectives as well as how they are conveyed across two or more texts	meaning – using relevant subject terminology AO3 – Show understanding of the relationship between texts and contexts	adapting tone, style and register. Cohesive techniques AO6 use a range of vocabulary and sentence structures with accurate spelling and punctuation
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## Reading

Every student should bring a copy of a fiction book they are reading at home to school every day (DEAR)

## Writing

Every week we have a dedicated lesson for extended writing in timed conditions in a range of genres for different audiences and purposes throughout the year. These are peer assessed and one piece is teacher assessed in a six week cycle.

## Homework and independent Learning

Homework consists of three main parts: Self Quizzing and Revising using the Knowledge Organisers for each unit; Learning subject specialist vocabulary; and reading a short story every two weeks for testing in class.

### Year 8 Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shakespeare – The Tempest Non- Fiction	The Gothics 19 <sup>th</sup> Century Literature Good and Evil. The Gothic Tradition	19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> Century Non-Fiction. Writing for diff purposes	Poetry from Different Cultures	Fiction Writing based on reading a range of short stories pre-19 <sup>th</sup> 20 <sup>th</sup> and 21 <sup>st</sup> and a novel	
Rhetoric Foreshadowing Dramatic Irony Genre of history plays Vocabulary Syntax Dramatic Irony Metaphor Repetition	Morality Romanticism Entrapment Claustrophobia Degeneration Motifs Demonic Supernatural	Inference Synthesis Scanning Semantic Field Atmosphere Perspectives Era	Personification Adjectives Stanza Juxtaposition Alliteration Sibilance Oxymoron Hyperbole Enjambment Simile Metaphor	Exposition Clauses Structure Narrative Atmosphere Perspective Evaluate Tension Writer’s methods Complex sentences Direct speech Pathetic fallacy	
Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	
Knowledge of genre and context Analysing meaning and language and structure Dramatic techniques and staging techniques Evaluate text	Knowledge of contextual understanding of Gothic genre and historical period. Close language analysis as well as structure and form and linking with the context of the period	Knowledge of structure and syntax in two non-fiction texts – 19 <sup>th</sup> C to 21 <sup>st</sup> C Close language analysis and comparative analysis of ideas and perspectives across two or more texts	Knowledge of context Close language analysis as well as structure and form and linking with the context of the period. Comparative analysis of ideas across two poems	Knowledge of fiction writing techniques Communicate clearly and imaginatively by adapting tone, style and register. Cohesive techniques	
Analysis of whole text AO2 Analysing meaning and language and structure Dramatic techniques and staging techniques AO3 Show understanding of the relationship between texts and their contexts	Writing own short story – Gothic tradition AO5 Writing story genre conventions	Assessment Comparison of analysis of two texts Language AO2 Close language analysis Language AO3 Comparative analysis of ideas and perspectives across two or more texts	Comparison of two poems Analysis of non-fiction texts Literature AO2 Language of poetic analysis and analysing meaning, structure and language of poetry AO3 Comparative analysis	Write a short story Language AO5 Communicate clearly and imaginatively by adapting tone, style and register. Cohesive techniques AO6 use a range of vocabulary and sentence structures with accurate spelling and punctuation	

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**Year 9 Long Term Plan**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
The Americans American Literature Of Mice and Men Non- Fiction Extracts from period	Narrative Writing and recount  	Shakespeare Romeo and Juliet	Deadly Dystopians Fiction Genre – focus on openings Narrative Writing. 1984 and Bradbury etc Spoken Language – civil rights, Orwell on language	Civil Right – biographies and speeches (Non-Fiction)	GCSE Power and Conflict Poetry
<b>Specialist Language and Vocabulary</b>					
Great Depression American Dream Metonymy Synecdoche Predatory Motif Isolation Foreshadowing Ominously Vulnerable Timid Sceptical	Setting Clauses Structure Narrative Atmosphere Perspective Evaluate Tension Writer’s methods Complex sentences Direct speech Pathetic fallacy	Conflict Character types Sonnet Gender Oxymoron Antithesis Tableaux Blasphemy Premonition Dramatic Irony Foreshadowing Pathetic fallacy Pun and aside Soliloquy	Utopia Dystopia Genre Social criticism Consumerism Censorship Connotations Structure Ominous Collective responsibility Totalitarian Surveillance Propaganda Oppressive	Context Narrative Voice Perspective Phonetic Logos Pathos Ethos Anaphora Antithesis Semantic Field Parallelism	Personification Adjectives Stanza Juxtaposition Alliteration Sibilance Oxymoron Hyperbole Enjambment Simile Metaphor
Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary	Grammar Tier 2 Vocabulary
<b>Key Learning</b>					
Knowledge of context (historical as well as literary) Read, understand and respond to 20 <sup>th</sup> C text and make connections with literary as well as social and historical context Analyse language, form and structure used by a writer to create meaning – using relevant subject terminology	Knowledge of narrative writing techniques – language, structure and form	Knowledge of genre and dramatic techniques and stage presentation Read, understand and respond to drama text analysing form and structure and linking context and writers purpose.	Knowledge of features of the genre with a particular focus on openings. AO5 Crafting writing for specific genre	Knowledge of contextual background and genre features	Knowledge of features of the genre AO2 How tone, viewpoint and perspective are created AO2 Understanding of features of the genre AO3 Understanding of the relationship between texts and contexts

Assessment					
<p>Analysis of structure of the novel</p> <p>Literature AO2 Creating setting and how symbols and motifs used for purpose.</p> <p>Characterisation and relationships</p> <p>AO3 Understanding of the relationships between texts and contexts in which they were written.</p>	<p>Drafting and writing a narrative based on characterisation in OMAM</p> <p>AO5 Communicate clearly and imaginatively by adapting tone, style and register. Cohesive techniques</p> <p>AO6 use a range of vocabulary and sentence structures with accurate spelling and punctuation</p>	<p>Analysis of language and structure</p> <p>Extract analysis</p> <p>Literature AO1 – Read, understand and respond to texts</p> <p>AO2 – Analyse language, form and structure used by a writer to create meaning – using relevant subject terminology</p> <p>AO3 – Show understanding of the relationship between texts and contexts</p>	<p>Drafting and writing a dystopian narrative</p> <p>AO5 Communicate clearly and imaginatively by adapting tone, style and register. Cohesive techniques</p> <p>AO6 use a range of vocabulary and sentence structures with accurate spelling and punctuation</p>	<p>Analysing two examples of speeches</p> <p>Language</p> <p>AO2 – Language and structure used to achieve effects using relevant subject terminology</p> <p>AO3 Compare writers ideas and perspectives across 2 texts</p>	<p>Comparative analysis of two poems</p> <p>Literature</p> <p>AO1 Use textual references to support interpretations</p> <p>AO2 Analyse language, form and structure</p> <p>AO3 Understanding of the relationship between texts and contexts</p>

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