

KEY STAGE 3 CURRICULUM INFORMATION

KEY STAGE 3 ENGLISH

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All our units in KS3 have a direct link to the units and texts we study for GCSE English Language or Literature. Students need to be exposed to a number of different texts and know the historical context for Victorian and Elizabethan literature.

Year 7 Units (South):

- Fiction Reading: *Ruby in the Smoke* by Phillip Pullman: Students will work on and develop their creative skills by using a single modern text as a stimulus.
- Poetry from different perspectives – Exploring a range of poems from different authors so that students have a broad understanding of experiences across countries and cultures.
- Fiction Reading: *Darkside* by Tom Becker: Students will work on and develop their creative skills by using a single modern text as a stimulus.
- Writing Mastery: Throughout the year students will be completing a series of lessons that aim to improve their key writing skills.

Year 7 Units (North):

September to December

- **An Introduction to English at EWS.** Students will be introduced to reading and writing expectations.
- **Ruby in the Smoke.** Victorian context and reading skills. Promoting reading for pleasure.
- **Non Fiction Reading.** Studying a range of texts, students will create a variety of non-fiction texts to show they have an understanding of how form and language are adapted depending on the audience and the purpose of a text.

January to April

- **Romeo and Juliet.** An introduction to the tragedies of Shakespeare. Students will engage with reading a script and understanding the intention of the playwright, as well as gathering knowledge on the context in which Shakespeare lived.
- **Diversity.** Fiction and nonfiction writing form the foundations of this unit where students will consider what it means to be human and the nature of diversity.

April to July

- **Private Peaceful.** Reading for pleasure and to gain the knowledge of life during the War.
- **Power poetry.** Power and Romanticism are the focus since our Literature poetry anthology includes Power and Conflict. Students will be exposed to the contextual information of these genres.

Year 8 units (South):

- Myths and Legends: Students will explore a range of fiction, non-fiction and poetry linked by the theme of myths and legends.
- Reading Fiction: *The Hunger Games* by Suzanne Collins: Students will work on and develop their creative skills by using a single dystopian text as a stimulus.

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- The Tempest: Reading a full Shakespeare text. Exploring the context and understanding the rich language used in a Shakespearean play.
- Writing Mastery: Throughout the year students will be completing a series of lessons that aim to improve their key writing skills.

Year 8 units (North):

September to December

- **Creative Writing.** Students will study a range of creative writing styles and this is linked directly to their English Language qualification.
- **Hamlet.** Students will continue their progress through KS3 with a more detailed study of a Shakespearean tragedy.

January to April

- **Fiction Reading: Roald Dahl and Victorian extracts:** Students will study some Roald Dahl & Victorian short stories, focusing on their writing styles and the context of their work.
- **Power poetry.** Power and Romanticism are the focus since our Literature poetry anthology includes Power and Conflict. Students will be exposed to the contextual information and some of the poems they will study in Year 10 for their Literature GCSE.

April to July

- **Rhetoric and Transactional Writing:** Developing the skills started in Year 7, students will create a variety of non-fiction texts to show they have an understanding of how techniques such as pathos, logos and ethos influence writers.
- **Gothic Genre:** Students will learn about the origins of Gothic Literature and study sections of Frankenstein and Dracula.

Year 9 units (South):

- Of Mice and Men: Students will use this text as a starting point to GCSE Literature and ensure they understand the key skills around analysis of writer's style and the context that influences a writer.
- Rhetoric and Transactional Writing: Developing the skills started in Year 8, students will create a variety of non-fiction texts to show they have an understanding of how techniques such as pathos, logos and ethos influence writers.
- War Literature: Exploring a range of fiction and non-fiction texts linked to the theme of war.
- War Poetry: Exploring a range of poems linked to the theme of war.
- (Start of GCSE texts) Macbeth: Students will begin the study of the Shakespeare play 'Macbeth' for GCSE English Literature Paper One
- Descriptive and Narrative Writing: Writing for audience, purpose and in the correct form. Students will understand the importance of paragraphing, sentence structure and using a wide range of language techniques and vocabulary.

Year 9 units (North):

September to December

- **Non Fiction Reading and Writing.** Studying a range of texts, students will continue to develop their knowledge of non fiction texts, creating a variety of non fiction pieces to show they have an understanding of how form and language are adapted depending on the audience and the purpose of a text.
- **Of Mice and Men:** Students will use this text as a starting point to GCSE Literature and ensure they understand the key skills around analysis of writer's style and the context that influences a writer.

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January to April

- **Unseen poetry.** Building on skills of analysis, students will need to form opinions of the writer's methods and message. A range of classic and modern poets will be studied.
- **Descriptive / narrative Writing.** Students will identify the skills and techniques required to produce effective written pieces, building towards GCSE skills.

April to July

- **Macbeth:** Students will begin the study of the Shakespeare play 'Macbeth' for GCSE English Literature Paper One
- **Animal Farm.** Students will read the novel and begin to study context.

ASSESSMENT DETAILS

Students will be assessed during each term on the skills of analysis and creative writing. Their work is marked regularly and there is plenty of time and opportunity to improve and re-draft work.

WHAT CAN I DO TO SUPPORT MY CHILD AT HOME?

Encourage regular reading at home of a wide range of texts. Students need to access some difficult and challenging texts in their GCSE English and they need to know the contexts in which these are written. Students are expected to comment on a writer's purpose behind a text and the intended key messages to his/her reader/audience.

Read a text/novel as a family to encourage discussion and exploration of character, setting, mood, themes.

Read a range of non-fiction article, stories to encourage discussion on writing style, sarcasm, tone.

TEACHING STAFF CONTACT DETAILS

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