



## KS3 Curriculum overview: English

### **Why do we study English at The Earls High School?**

English is the language within which we live and work and as such, we need to be confident in the knowledge that our English teachers are preparing our pupils to leave us with: clear verbal communication skills; an appreciation of the need for clear quality in their written communication skills; a good standard of social skills which they can utilise to work with others; an ability to read texts critically to evaluate information, identify writers' viewpoints, recognise writers' bias and consequently make informed choices and form rational opinions; and finally, the freedom to express their own creativity. Three key words that underpin our curriculum are cultural, critical, and communication.

All pupils study literature alongside language, regardless of their ability, because we feel it is vital to experience a range of texts from across the ages and across continents in order to gain an appreciation of other cultures and beliefs, to understand ourselves and how we fit into our world. We also encourage our pupils to see reading as a pleasurable experience, a shared experience within which relationships are formed between readers, readers and writers, and readers and characters which in turn develops our emotional intelligence as human beings.

### **What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?**

We would expect our new cohorts of year seven pupils to have reached a standard in literacy and oracy appropriate to their individual ability through familiarity with reading aloud, writing extended responses and participating in speaking and listening activities. We appreciate that while there may be extensive knowledge of SPaG, our year seven pupils may not always be able to apply this knowledge effectively. We acknowledge that year seven pupils may well have been taught a range of text types but not necessarily been given the opportunity to produce a range of text types in writing themselves. Therefore, an awareness of the writer's craft may be apparent though being able to comment on the effect of writer's conscious choices may not. Likewise, there may be an awareness of texts as constructs rather than real life but this might not always be clear in their responses to what they have read. We would expect our year seven pupils to be familiar with working with others for the purposes of discussion and mutual support.

It is highly likely that our year seven pupils will be familiar with storytelling as a communication skill having been read to or read aloud themselves works by key authors such as: Roald Dahl, Julia Donaldson, Michael Morpurgo, David Walliams, Nina Bawden, Michael Rosen, David Almond, Malorie Blackman, Jacqueline Wilson, Cathy Cassidy, Morris Gleitzman, Dick King-Smith, Jean Ure, Charlie Higson and Anthony Horowitz. In reading these texts, a familiarity with a range of genre conventions would be expected as well as a burgeoning ability to make connections between fact and fiction using their knowledge of the Victorians, World War Two, the environment, and other countries and cultures to make sense of the worlds presented in these texts.

### **What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?**

Ideally, our young people will leave school with a standard of literacy and oracy that is appropriate for success in life, work, and play. We will have enlightened them to explore their creativity in reading and writing by studying at least three plays by Shakespeare; a collection of pre–1900 prose fiction, prose non-fiction and poetry texts; the poetry of WW1; and contemporary drama, prose fiction, prose non-fiction and poetry.

To be equipped for life, our young people should be able to utilise an extensive vocabulary range and construct a coherent text to not only express themselves convincingly but also to defend their viewpoint both in written and verbal communications. They should also feel confident in their ability to deconstruct texts, understand a writer's perspective and explore the effects of the writer's craft without feeling confused or misled.

## Year 7 Curriculum Map: English

Autumn Term	Spring Term	Summer Term
<p><b>To learn about:</b> Pupils will consider different purposes for travel and reflect on places they have visited and would like to go in the future. Focusing on travel from the perspective of refugees, pupils study the novel <i>Boy Overboard</i> by Morris Gleitzman. Pupils will be taught how to deconstruct texts and comment on the effects writers create through language and structure. The unit is interspersed with non-fiction accounts, in print and moving image, of life as a refugee, poetry and opportunities for speaking and listening and drama activities. In addition, pupils will revise and practise descriptive writing skills to learn from the experts how words, sentences, paragraphs and structure combine to create meaning for readers.</p> <p><b>Main home learning tasks:</b> <i>Reading</i> – independent practice of comprehension tasks using extracts from the novel. <i>Writing</i> – writing descriptive pieces about places, people and events. <i>Retrieval practice</i> – online knowledge quizzes.</p> <p><b>Summative Assessment:</b> <i>Knowledge</i> – retrieval of subject knowledge taught up to and including Year 7. <i>Reading</i> – answering comprehension questions on an unseen text.</p> <p><b>Assessment conditions:</b> In class.</p>	<p><b>To learn about:</b> Pupils will study and explore how writers use language in a range of literature texts about nature and our environment. They will study a selection of Romantic poetry by famous Romantic poets such as Coleridge, Wordsworth and Tennyson; as well as non-fiction material and a selection of extracts from Shakespeare’s play <i>The Tempest</i> which will allow for opportunities for speaking and listening and drama activities. Pupils will develop their retrieval and inference skills and their ability to synthesize information from two different sources. They will also learn how to select appropriate and relevant textual detail to support their ideas and interpretations. Pupils will be taught how to construct an argument and present their ideas in a logical and persuasive structure.</p> <p><b>Main home learning tasks:</b> <i>Extended project</i> – The Island Pupils imagine themselves as an explorer who has discovered a remote island. They create a project over a period of four weeks that includes: a map, detailed drawings and written detailed descriptions of the island and the new species of creature they discover on the island. <i>Retrieval practice</i> – online knowledge quizzes.</p> <p><b>Summative Assessment:</b> <i>Writing</i> – write a description of a storm at sea inspired by an image. <i>Writing</i> - Write an article expressing your point of view on the benefits of young people spending more time outdoors.</p>	<p><b>To learn about:</b> Pupils will explore the topic of school through the ages by studying extracts from Charles Dickens’ <i>Hard Times</i> and <i>Nicholas Nickleby</i>, Bronte’s <i>Jane Eyre</i> and the Willy Russell play <i>Our Day Out</i>. Other cultures will be experienced through exploring art and a collection of poems on the theme of education. Pupils will reflect on the role that teachers play in their lives and how they influence their development and progression as individuals. Pupils will explore the changing face of education over time through a selection of heritage texts and non-fiction news articles. Pupils will be given opportunities to use drama to interpret text as well as drawing to explore other visual representations of writers’ meanings.</p> <p><b>Main home learning tasks:</b> <i>Reading</i> - independent practice of comprehension tasks using extracts from a range of heritage texts. <i>Writing</i> – create original poetry inspired by texts studied in lessons. <i>Retrieval practice</i> – online knowledge quizzes.</p> <p><b>Summative Assessment:</b> <i>Knowledge</i> – retrieval of subject knowledge taught up to and including Year 7. <i>Reading</i> – answering comprehension questions on an unseen text.</p> <p><b>Assessment conditions:</b> In class.</p>

## Year 8 Curriculum Map: English

Autumn Term	Spring Term	Summer Term
<p><b>To learn about:</b> Pupils explore the theme of conflict in relation to war, studying WW1 propaganda material, war poetry from a range of poets both contemporary and heritage, as well as reading <i>Private Peaceful</i> by Michael Morpurgo. Pupils are taught how to develop their writing skills throughout, by writing in different forms and for different audiences. This will include writing creatively and responding critically to the texts they have studied. They will develop their reading skills through closely analysing passages within the text focusing on the ways the writer uses language, structure and form to convey meaning. Pupils will develop their spoken language skills through class discussions and presenting.</p> <p><b>Main home learning tasks</b> <i>Reading</i> - Research the historical context of the novel <i>Private Peaceful</i>; analysis of writers' methods and intended effects on readers; comparison of writers' attitudes conveyed through use of language, form and structure. <i>Writing</i> – Descriptive writing from a character's point of view; writing based on an image; persuasive writing; evaluative writing. <i>Retrieval practice</i> – online knowledge quizzes.</p> <p><b>Summative Assessment:</b> <i>Knowledge</i> – retrieval of subject knowledge taught up to and including Year 8. <i>Reading</i> – answering comprehension questions on an unseen text. <i>Writing</i> - 'The trenches are a man-made hell where soldiers lived in fear for their lives.' Write a letter to the editor of <i>The Mirror</i> conveying your viewpoint on this statement of opinion. <b>Assessment conditions:</b> In class.</p>	<p><b>To learn about:</b> Pupils explore the key conventions of the fantasy genre such as the use of magic and the creation of mythical creatures and portals that link real worlds with fantasy worlds. Pupils develop their imaginations to produce effective descriptions in several creative writing pieces. We look at Shakespeare's 'A Midsummer Night's Dream' from a fantasy perspective and explore how theatre companies create effective stage productions. Pupils develop their academic writing by producing an extended essay response to the play. Considering the concept of fragrances being 'love potions', we analyse a range of non-fiction texts linked to advertising and the science behind the perfume industry. Pupils participate in drama activities and stage a formal presentation pitch for a new fragrance in which they face questions from an audience.</p> <p><b>Main home learning tasks</b> <i>Reading</i> - analysis of writers' methods and intended effects on readers; researching advertising methods; comparison of writers' attitudes conveyed through use of language, form and structure. <i>Writing</i> – writing to describe people, places and events using typical features of the fantasy genre; newspaper articles and features for the journalism project. <i>Retrieval practice</i> – online knowledge quizzes.</p> <p><b>Summative Assessment:</b> <i>Writing</i> – Using an image for inspiration, create a descriptive opening for a fantasy story. <b>Assessment conditions:</b> In class</p>	<p><b>To learn about:</b> Pupils read the 19<sup>th</sup> century novel '<i>Treasure Island</i>' by Robert Louis Stevenson. We explore the 19<sup>th</sup> century context of piracy, and journeys of adventure and discovery and learn about the influences that impacted on the writer throughout his life. Pupils are taught how to create narratives using the 'show not tell' method to engage readers. This style of writing forces readers to imagine the character, setting and events in their own minds through the use of sensory language and detailed description thereby actively engaging readers rather than providing a passive reading experience.</p> <p><b>Main home learning tasks:</b> <i>Reading</i> – independent coverage of the novel; analysis of writers' methods and intended effects on readers. <i>Writing</i> – writing to describe people, places and events using typical features of the adventure and mystery genres. <i>Retrieval practice</i> – online knowledge quizzes.</p> <p><b>Summative Assessment:</b> <i>Knowledge</i> – retrieval of subject knowledge taught up to and including Year 8. <i>Reading</i> – answering comprehension questions on an unseen text. <b>Assessment conditions:</b> In class.</p>

## Year 9 Curriculum Map: English

Autumn Term	Spring Term	Summer Term
<p><b>To learn about:</b> Pupils explore the key features and conventions of Gothic Literature. They will study extracts from classic texts as an introduction to gothic horror and be able to identify typical gothic themes. Pupils read a selection of Poe short stories and poetry from The Graveyard Poets looking closely at how language is used to create horror and fear in the reader. Pupils are taught how to write accurately and imaginatively to produce engaging stories using a wider range of vocabulary and methods learned from studying a range of short stories and extracts.</p> <p><b>Main home learning tasks:</b> <i>Writing tasks</i> - writing to describe people, places and events using typical gothic/horror features. <i>Reading tasks</i> – investigating how texts conform to the gothic genre; analysing effects of writer's craft. <i>Retrieval practice</i> – online knowledge quizzes.</p> <p><b>Summative Assessment:</b> <i>Knowledge</i> – retrieval of subject knowledge taught up to and including Year 9. <i>Reading (Literature)</i> - How does Poe present the narrator's state of mind in this extract and in the story as a whole? <i>Writing</i> – Write a description inspired by an image of a horror setting and/or character.</p> <p><b>Assessment conditions:</b> In class.</p>	<p><b>To learn about:</b> Pupils read 'Of Mice and Men' by John Steinbeck to explore early 20<sup>th</sup> century representations of race, gender, poverty and mental illness in American literature. For context, we explore the concept of The American Dream and the impact of The Great Depression on American society. Pupils will be encouraged to consider how literary representations can influence the culture and thinking of people in society both in the past and present.</p> <p><b>Main home learning tasks:</b> <i>Writing tasks</i> – viewpoint writing that evaluates expert opinions and encourages pupils to express their own beliefs. <i>Reading tasks</i> – using extracts from the novel to identify writer's methods and explore the intended effects on readers; wider reading of texts dealing with issues of representation; comparison of writers' attitudes conveyed through use of language, and structure. <i>Retrieval practice</i> – online knowledge quizzes.</p> <p><b>Summative Assessment:</b> <i>Writing</i> – 'Steinbeck's presentation of minorities is outdated, outrageous and potentially damaging to society. His books should no longer be taught in schools.' <i>Write an article expressing your own viewpoint on this statement of opinion.</i></p> <p><b>Assessment conditions:</b> In class.</p>	<p><b>To learn about:</b> Pupils explore a range of non-fiction, fiction, drama and poetry texts designed to improve and consolidate our understanding of how writers create characters and voices from a range of perspectives. Texts include: 'The Landlady' and 'Lamb to the Slaughter' by Roald Dahl, 'King Lear' by William Shakespeare and 'Medusa' by Carol Ann Duffy. The work throughout this unit will strengthen our students' key skills of reading, analysis, inference, and writing, to prepare them for their GCSE years. Pupils are taught how to make links to previous units of work, namely the diversity unit, as well as exploring new ideas of hierarchy, patriarchy and stereotypes, examining their relevance in the modern age.</p> <p><b>Main home learning tasks:</b> <i>Writing tasks</i> – writing to describe people, places and events using typical features of the mystery and suspense genre <i>Reading tasks</i> – read extracts depicting descriptions of characters and analyse the methods used by the writer to engage readers.</p> <p><b>Summative Assessment:</b> <i>Knowledge</i> – retrieval of subject knowledge taught up to and including Year 9. <i>Reading (Literature)</i> - How does Dahl present Mary Maloney in the beginning of the 'Lamb to the Slaughter' and in the story as a whole?</p> <p><b>Assessment conditions:</b> In class.</p>