

English: KS3 Intent

English

PURPOSE OF STUDY - NATIONAL CURRICULUM

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

ENGLISH TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?


Year 7

War Horse

In this unit, pupils read the WW1 novel, War Horse. Context is studied and pupils are introduced to the idea of writer's intention; this unit also introduces pupils to forming points in response to a question as well as gathering evidence to offer interpretations. Pupils will understand how key characters are presented.

Creative Writing: War Theme

Pupils build their knowledge and vocabulary linked to the theme of war and use it to inspire descriptive writing, which allows pupils to build on their writing skills from primary school and encourages them to use sensory detail, ambitious vocabulary, as well as a range of linguistic and structural devices; pupils are encouraged to get used to sustaining high quality writing under timed conditions.



Language Change Spoken lang (to inform) on Language Change

Pupils study developments in language with a focus on spoken language from Old English through to Modern English. By studying the etymology of words, the approach to language is scaffolded in preparation for the Shakespeare unit. The unit ends with a planned spoken presentation about how language has changed since Shakespeare was writing and how he influenced the language.

A Midsummer Night's Dream

Some pupils have studied Shakespeare plays already at primary and some have not; this unit caters for the mixed background of our pupils by exposing them to the whole plot of their Shakespeare play and considering how it reflects the context of C16th society. Pupils are introduced to the idea of a patriarchal society and C16th gender roles. In this unit, pupils continue to develop their ability to write points and offer interpretations from evidence.

Seminal Poetry

As part of this unit, pupils study poems that are celebrated for their cultural impact. By looking at poems from different themes such as: love and relationships, war and conflict, the role of women and nature, this unit allows our pupils to develop empathy and tolerance at the same time as allowing them to develop their essay writing skills from previous reading units. As part of this unit, pupils begin to focus on analysing writer's methods. This unit also provides pupils with the opportunity to use the studied poems as inspiration for writing their own poems.

The remaining time is for summer exam preparation, summative assessment, revision and feedback.

Year 8

The Giver

Pupils are introduced to dystopian conventions whilst reading the story. When reading, pupils consider how the story is dystopian, how key characters are presented and what the contextual influences are. Pupils continue to build on their skills such as selecting relevant evidence and start to focus on the effect on the reader.

Dystopian Writing

Pupils continue to develop their crafting of sentence forms and structures, linguistic and structural devices, and punctuation. They are also given more opportunities to enhance their vocabularies. This unit exposes them to the convention of dystopian writing and pushes them to adapt their writing for the genre, considering the development of settings, protagonists and antagonists.

Animal Farm

Pupils are introduced to political ideologies such as socialism, communism and capitalism, and are taught about the Russian Revolution, in order to understand Orwell's intentions in Animal Farm. Pupils continue to develop their essay writing skills, such as forming points, linking to intention and exploring evidence and methods. Pupils are introduced to methods such as symbolism.

Non-Fiction/Opinion Writing

In this unit reading and writing skills are interleaved. Pupils continue to practise their analysis skills but this time on non-fiction texts. Pupils focus on methods in this unit and look particularly at methods common in persuasive discourses. Pupils are guided to use high quality non-fiction texts as a style model for their own writing. Pupils also learn how to compare texts as part of this unit, using discourse markers such as however and likewise, and identifying similarities and differences across texts.



The Speckled Band

This unit introduces pupils to C19th England and consolidates their knowledge of patriarchy and allows them to explore the changing nature of gender roles in England. Pupils continue to refine their essay writing skills.

Crime Writing

This unit focuses on the genre of crime writing and builds on their prior learning of using linguistic devices, sentence forms, ambitious vocabulary, etc. As part of this unit, pupils produce a piece of crime writing for a more mature audience.

Writing a children's story (crime)

Pupils are taught how to adapt their writing for a younger audience, by working in groups to produce a mystery book for young children, designed to read aloud. Pupils are given an opportunity to practise their spoken language skills through group work and the dramatic reading of their groups' story.

The remaining time is for summer exam preparation, summative assessment, revision and feedback.

Year 9

Just Mercy

Pupils are introduced to the history of segregation and the American justice system, and how this context is reflected in the non-fiction text Just Mercy. Pupils continue to work on their essay skills and now look at analysing a range of methods and making whole text references. Pupils explore themes such as inequality, prejudice and discrimination.

Opinion Writing based on Social Issues

Pupils explore social issues and are encouraged to find their own voice. The loneliness unit allows pupils to engage in charity work in the community; in previous years we have visited a care home and provided Christmas presents and cards to the elderly. Pupils are taught about structural and institutional racism and look at issues such as racism in sport. These experiences allow pupils to form opinions and build emotive arguments. In this unit, pupils are taught how to adapt their writing for different modes and modify tone based on purpose and audience.

Introduction to Tragedy

Pupils are introduced to Aristotle's tragic conventions by applying them to song lyrics, mythology and other media. They compare myths, poems and songs and produce a presentation developing spoken language skills.

Othello

In this unit, pupils learn the plot of the Shakespearean tragedy Othello and explore it in relation to its context. Pupils continue to develop their essay writing skills and are taught how to explore language, form and structure methods. Pupils also learn about themes and context such as patriarchy, gender roles, race, love, madness as well as terminology like hamartia and hubris.

Gothic Writing

Pupils are introduced to the gothic genre and gothic conventions. They explore the plot of classic gothic stories and consider how they are gothic by practising the skill of evaluation. They use these stories as a springboard for their descriptive writing; this unit focuses heavily on pupils building sensory description and using extended personification and zoomorphism.

The remaining time is for summer exam preparation, summative assessment, revision and feedback.

