

English Curriculum Sequence – Key Stage 3

	KS2 National Curriculum (prior learning)		Year 7 Term 1 Treasure Island	Year 7 Term 2A An Introduction to Shakespeare	Year 7 Term 2B Literature from Diverse Perspectives	Year 7 Term 3A War Horse	Year 7 Term 3B ESB	Year 8 Term 1 Macbeth	Year 8 Term 2A Blood Brothers	Year 8 Term 2B Diverse Poetry	Year 8 Term 3 Lord of the Flies	Year 9 Term 1 Othello	Year 9 Term 2A Pre-20th Century Poetry	Year 9 Term 2B Diverse Prose	Year 9 Term 3 Of Mice and Men
What we want our students to know and remember	Students should be able to: <ul style="list-style-type: none">- Read, with good understanding, inferring the meanings of unfamiliar words.- Understand language, especially vocabulary, to support their reading and writing.- Writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7.- Reflect on their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.	Define the key tier 3 vocabulary:	<ul style="list-style-type: none">- Inference- Deduction- Connotations- Prediction- Genre- Bildungsroman- Adventure- Novel- Protagonist- Antagonist- Flashback- Plot- Foil- Juxtapose- Summarise- Convention- Fiction- Non-fiction- Characterisation- Foreshadowing	<ul style="list-style-type: none">- Genre: Tragedy, Comedy, Romance- Plot- Skim- Scan- Audience- Stage Direction- Dramatic Irony- Characterisation- Supernatural- Theme- Context- Elizabethan- Audience- Pathetic Fallacy- Playwright	<ul style="list-style-type: none">- Inference- Deduction- Connotation- Genre- Protagonist- Plot- Summarise- Characterisation- Culture- Perspective- Prejudice- Dialogue- Theme- Identity- Prose	<ul style="list-style-type: none">- Conflict- Bildungsroman- Narrative- Perspective- Plot- Context: WW1- Context Specific Vocabulary: Bayonet, Cavalry, Trench Foot, Conscription, Shellshock, Artillery,- Sentence Types: Simple, Compound, Complex- Paragraphing: TIPTOP- Compare- Contrast- Discourse Markers- Propaganda	<ul style="list-style-type: none">- Perspective- Standard English- Audience- Purpose- Structure- Counter Argument- Tone- Mood- Phonetic- Discourse Markers- Rhyme	<ul style="list-style-type: none">- Genre- Tragedy- Tragic Hero- Conventions- Fatal flaw: Ambition- Seven Deadly Sins- Plot- Audience- Stage Direction- Dramatic Irony- Characterisation- Supernatural- Theme- Context- Hierarchy- Juxtaposition- Pathetic Fallacy- Soliloquy- Regicide- Great Chain of Being- Patriarchal- Gender- Foreshadowing- Prophecy	<ul style="list-style-type: none">- Genre- Plot- Audience- Stage Direction- Characterisation- Theme- Context- Social Hierarchy- Inequality- Juxtaposition- Patriarchal- Gender- Foreshadowing- Fate- Allegory- Prologue- Inflation- Recession- Stereotype- Dialect- Culture- Stereotype- Prejudice- Discrimination	<ul style="list-style-type: none">- Stanza- Dramatic Monologue- Sonnet- Free verse- Rhyme- Perspective- Mood- Tone- Narrator- Juxtaposition- Enjambment- Caesura- Figurative Language- Form- Theme- Identity- Phonetic Spelling- Accent- Dialect- Culture- Stereotype- Prejudice- Discrimination	<ul style="list-style-type: none">- Allegory- Civilization- Savagery- Characters- Setting- Genre- Microcosm- Dictatorship- Anarchy- Context- Atomic Bomb- Nuclear war- Cold War- Conch- Symbol- Symbolism- Morality- Omniscient Narrator- Freytag Pyramid	<ul style="list-style-type: none">- Machiavellian- Villain- Morality Play- Antagonist- Genre- Tragedy- Tragic Hero- Hubris- Fatal Flaw- Seven Deadly Sins- Plot- Audience- Stage Direction- Dramatic Irony- Monologue- Characterisation- Theme- Context- Hierarchy- Juxtaposition- Deception- Villain- Gender- Religion- Stereotype- Prejudice- Soliloquy- Great Chain of Being- Patriarchal- Foreshadowing	<ul style="list-style-type: none">- Stanza- Iambic Pentameter- Dramatic Monologue- Sonnet- Free Verse- Blank Verse- Rhyme- Perspective- Mood- Tone- Narrator- Juxtaposition- Enjambment- Caesura- Figurative Language- Form- Theme- Identity- Phonetic- Spelling	<ul style="list-style-type: none">- Inference- Deduction- Connotation- Genre- Protagonist- Plot- Summarise- Characterisation- Culture- Narrative- Perspective- Stereotype- Religion- Foreshadowing- Prejudice- Dialogue- Theme- Contrast- Structure- Gender	<ul style="list-style-type: none">- Setting- American Dream- Great Depression- Dust Bowl- Wall Street Crash- Migrant Worker- Stereotype- Inequality- Prejudice- Narrative- Perspective- Plot- Foreshadowing- Symbolism- Promiscuous- Misogynistic- Context- Hierarchy- Characterisation- Juxtaposition- Gender- Evaluate- Antagonist- Structure- Shift of Focus- Dialogue- Tone- Cliff-hanger- Cyclical- Structure- Flashback- Flashforward- Chronological- Linear- Non-Linear
		Recall the knowledge:	Year 7 Term 1 Treasure Island <ul style="list-style-type: none">- Context: Golden Age of Piracy- Word Class: Noun, Adjective, Verb, Adverb- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia- Dialogue- Paragraphing- Building of Tension- Creating an Effective Setting- Key Features of Newspaper Article- Key Features of Letter Writing	Year 7 Term 2A An Introduction to Shakespeare <ul style="list-style-type: none">- Contextual Factors: Social, Historical and Cultural- Characterisation- Plot- Theme- Writer's Methods incl. Dramatic Devices	Year 7 Term 2B Literature from Diverse Perspectives <ul style="list-style-type: none">- Context- Word Class: Noun, Adjective, Verb, Adverb- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia- Narrative Perspective- Theme	Year 7 Term 3A War Horse <ul style="list-style-type: none">- Context: WW1- Word Class: Noun, Adjective, Verb, Adverb- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia- Narrative Perspective- Unreliable Narrator- Theme- Writing for an Audience and Purpose: Writing to Argue- DAFOREST- Key Features of a Speech: Sentence and Whole Text Level	Year 7 Term 3B ESB <ul style="list-style-type: none">- Writing for an Audience and Purpose: Understanding and Application of Sophisticated Vocabulary- Use a range of vocabulary and sentence structures for clarity, purpose and effect- Adapt writing styles, considering purpose, audience and form- Demonstrate an appreciation of rhetoric: DAFOREST and apply to both written and spoken contexts	Year 8 Term 1 Macbeth <ul style="list-style-type: none">- Contextual Factors: Social, Historical and Cultural- Religious- Characterisation- Plot- Theme- Writer's Methods incl. Dramatic Devices- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia- Recall of Key Quotations (Character and Theme)	Year 8 Term 2A Blood Brothers <ul style="list-style-type: none">- Contextual Factors: Social, Historical and Cultural- Characterisation- Plot- Theme- Writer's Methods incl. Dramatic Devices- Recall of Key Quotations (Character and Theme)- Writing for an Audience and Purpose: Rhetoric- DAFOREST, Structure of a Speech	Year 8 Term 2B Diverse Poetry <ul style="list-style-type: none">- Poetic Techniques: Language, Form and Structure- Contextual Factors in the Poems Studied: Links to Identity and Culture	Year 8 Term 3 Lord of the Flies <ul style="list-style-type: none">- Contextual Factors: Social, Historical and Cultural- Characterisation- Plot- Theme- Writer's Methods incl. Figurative Language- Recall of Key Quotations (Character and Theme)- Writing for an Audience and Purpose: Narrative Writing	Year 9 Term 1 Othello <ul style="list-style-type: none">- Contextual Factors: Social, Historical and Cultural- Religious- Characterisation- Plot- Theme- Writer's Methods incl. Figurative Language- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia- Recall of Key Quotations (Character and Theme)	Year 9 Term 2A Pre-20th Century Poetry <ul style="list-style-type: none">- Poetic Techniques: Language, Form and Structure- Poetic Themes: Relationships, Expression of Feelings, Loss	Year 9 Term 2B Diverse Prose <ul style="list-style-type: none">- Contextual Factors: Social, Historical and Cultural- Characterisation- Plot- Theme- Writer's methods- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia- Recall of Key Quotations (Character and Theme)	Year 9 Term 3 Of Mice and Men
What we want our students to know and remember	KS2/ KS3 transition scheme. EEP. Novel started in Y6	Demonstrate excellence in writing	Year 7 Term 1 Treasure Island	Year 7 Term 2A An Introduction to Shakespeare	Year 7 Term 2B Literature from Diverse Perspectives	Year 7 Term 3A War Horse	Year 7 Term 3B ESB	Year 8 Term 1 Macbeth	Year 8 Term 2A Blood Brothers	Year 8 Term 2B Diverse Poetry	Year 8 Term 3 Lord of the Flies	Year 9 Term 1 Othello	Year 9 Term 2A Pre-20th Century Poetry	Year 9 Term 2B Diverse Prose	Year 9 Term 3 Of Mice and Men

			<ul style="list-style-type: none">- Recall information about the Golden Age of Piracy- Identify & Summarise the plot- Explore writer's methods used to create setting- Explore characterisation- Explore how tension is created in the text- Examine the presentation of protagonist and antagonist	<ul style="list-style-type: none">- Explore contextual factors: Shakespeare, Globe, Religion- Identify and summarise plot: The Merchant of Venice, A Midsummer Night's Dream and The Tempest- Compare characters and theme- Explore writer's methods	<ul style="list-style-type: none">- Explore the plot and characterisation in short stories taken from English literary heritage, seminal world literature and contemporary writers.- Identify key themes- Compare writers' viewpoints and perspectives	<ul style="list-style-type: none">- Explore characterisation and relationships between characters- Identify and summarise the plot- Explore narrative perspective and impact on the reader- Link text to contextual factors- Writing for a specific audience and purpose- Explore how language is used for an effect (Influence: Propaganda)	<ul style="list-style-type: none">- Use Standard English confidently and effectively in speech- Give short speeches and presentations, expressing their own ideas and keeping to the point.- Summarising and/or building on what has been said (Listening Responding and Exchanging Views) Use intonation, tone and volume effectively.	<ul style="list-style-type: none">- Explore contextual factors including hierarchy, religion, gender- Examination of writer's methods: language, structure and dramatic conventions- Characterisation: Macbeth, Lady Macbeth, Witches, King Duncan, Banquo- Characterisation: connections between characters and character development- Explore impact on audience	<ul style="list-style-type: none">- Explore contextual factors including social class, gender, fate, marriage, education and prejudice- Examination of writer's methods: language, structure and dramatic conventions- Characterisation: Mickey, Edward, Mrs Lyons and Mrs Johnstone, Linda- Characterisation: connections between characters and character development- Explore impact on audience- Writing for an audience and purpose: speech	<ul style="list-style-type: none">- Poems: Still I Rise, Half Caste, Blessing and Two Scavengers in a Truck, Two Beautiful People in a Mercedes- Identify writers' methods: language, form and structure- Compare and contrast writer's thoughts, feelings and ideas- Explore themes across different texts- Explore the impact on the audience	<ul style="list-style-type: none">- Explore contextual factors: Post World War II- Word Class: Noun, Adjective, Verb, Adverb- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia- Narrative Perspective- Identify key themes- Writing for an audience and purpose- Characterisation: connections between characters and characters' development- Examination of writer's methods	<ul style="list-style-type: none">- Explore contextual factors: hierarchy, religion, gender- Examination of writer's methods: language, structure and dramatic Conventions- Characterisation: Othello, Desdemona, Iago- Characterisation: connections between characters and character development- Explore impact on audience	<ul style="list-style-type: none">- Poems: Human Seasons, The Old Familiar Faces, A Mother to her Waking Infant, Before You Were Mine- Identify writers' methods: Language, Form and Structure- Compare and contrast writer's thoughts, feelings and ideas- Explore themes across different texts- Explore the impact on the audience	<ul style="list-style-type: none">- Explore contextual factors: hierarchy, religion, gender- Examination of writer's methods: language, structure and dramatic- Characterisation: connections between characters and character development- Explore impact on reader	<ul style="list-style-type: none">- Explore characterisation and relationships between characters- Identify and summarise the plot- Explore narrative perspective and impact on the reader- Link text to contextual factors- Explore how language is used for an effect- Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
Key assessment questions: Deeply marked pieces			Year 7 Term 1 Treasure Island	Year 7 Term 2A An Introduction to Shakespeare	Year 7 Term 2B Literature from Diverse Perspectives	Year 7 Term 3A War Horse	Year 7 Term 3B ESB	Year 8 Term 1 Macbeth	Year 8 Term 2A Blood Brothers	Year 8 Term 2B Diverse Poetry	Year 8 Term 3 Lord of the Flies	Year 9 Term 1 Othello	Year 9 Term 2A Pre-20th Century Poetry	Year 9 Term 2B Diverse Prose	Year 9 Term 3 Of Mice and Men
			<ul style="list-style-type: none">- Letter writing in the style of Jim- Write a description inspired by a nautical image- How is the character of Long John Silver presented in the extract?- Newspaper Article Writing (key plot point)- How does the writer use language to describe Jim's reaction towards the betrayal?	<ul style="list-style-type: none">- The Tempest: How is Prospero presented in the extract? (methods)- Merchant of Venice: How is Shylock presented as a villain?- A Midsummer Night's Dream: How is the theme of love presented in the play?	<ul style="list-style-type: none">- How is language used to describe the setting?- Write a narrative from a point of a character (inspired by thematic image)- Compare the viewpoints presented in two extracts	<ul style="list-style-type: none">- Writing a speech:- Write a narrative from an unexpected point of view- Explore the relationship between Albert and Joey- Compare the characters of Albert and his father	<ul style="list-style-type: none">- ESB Assessment: Draft and Presentation	<ul style="list-style-type: none">- How does Shakespeare present the witches in the opening scene of the play?- Explore how Lady Macbeth is presented as a powerful character- How does Shakespeare present Macbeth's ambition in the play (Dagger)- Compare the characters of Macbeth and Banquo- Explore the relationship of Macbeth and Lady Macbeth- How does Shakespeare present Macbeth's change?	<ul style="list-style-type: none">- How does Russell present the character of Mrs Johnstone?- Compare the characters of Mrs Johnstone and Mrs Lyons- 'Our modern society is no more equal than it was 50 years ago. People continue to suffer from discrimination and prejudice everyday'. Write a speech for your year group in which you explain your views	<ul style="list-style-type: none">- In Still I Rise, how does the poet present ideas about discrimination and injustice?- In Blessing, how does the poet present ideas about poverty and wealth?- Compare how poverty and wealth in presented in 'Blessing' and 'Two Scavengers in a Truck'	<ul style="list-style-type: none">- Write the opening of a narrative in which the main character is lost in an unknown location- 'Golding effectively portrays the boys' different personalities in the opening of the novel. However, it is clear that Jack is the leader'. To what extent do you agree with this statement?- Summarise the differences between Ralph and Piggy's characters.- How does Golding use Jack to show the dark side of human nature in Lord of the Flies?- 'At times, it can be acceptable to do the wrong thing, but for the right reason. Society does not require rigid rules in order to function'. Write a newspaper article in which you explain your point of view on this statement	<ul style="list-style-type: none">- How does Shakespeare present Othello in the opening of the play?- How does Shakespeare present Iago in the opening of the play?- How does Shakespeare present Desdemona in the play?- How does Shakespeare present the theme of jealousy?- How does Shakespeare present Othello and Desdemona's relationship in Act 4?- How does Shakespeare present the theme of guilt in the play?	<ul style="list-style-type: none">- How does the poet present the speaker's feelings towards the mother in Before You Were Mine?- How does the poet present the speaker's feelings towards time in The Human Seasons?- In both 'The Old Familiar Faces' and 'The Human Seasons' the speakers describe their attitudes towards the passage of time. What are the similarities and/or differences between the methods the poets use to present these attitudes?	<ul style="list-style-type: none">- How does the writer structure the text to interest the reader?- Compare writers' viewpoints and perspectives- Write a letter in which you respond to the following statement: 'race and gender should not matter. All humans are equal'	<ul style="list-style-type: none">- Write a description inspired by the image (setting)- How is the relationship between Lennie and George presented in this extract?- How is the theme of gender presented in the novel?- 'Steinbeck clearly presents Curley as the antagonist of the novel. He is too aggressive and intimidating towards Lennie'. To what extent do you agree with this statement?- How is this extract structured to interest the reader? (Chapter 6)- Write a story describing a near death experience

											- How does Golding use the island to show how people need rules in order to survive in Lord of the Flies?				
Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS3 National Curriculum?	Year 7 Term 1 Treasure Island	Year 7 Term 2A An Introduction to Shakespeare	Year 7 Term 2B Literature from Diverse Perspectives	Year 7 Term 3A War Horse	Year 7 Term 3B ESB	Year 8 Term 1 Macbeth	Year 8 Term 2A Blood Brothers	Year 8 Term 2B Diverse Poetry	Year 8 Term 3 Lord of the Flies	Year 9 Term 1 Othello	Year 9 Term 2A Pre-20th Century Poetry	Year 9 Term 2B Diverse Prose	Year 9 Term 3 Of Mice and Men
			<ul style="list-style-type: none">- Studying setting, plot and characterisation and the effects of these- Making inferences and referring to evidence in the text- Drawing on knowledge of literary devices from reading to enhance writing- Writing a range of narrative and non-narrative texts- Use Standard English confidently in a range of formal and informal contexts- Giving short speeches and presentations, expressing their own ideas and keeping to the point	<ul style="list-style-type: none">- Read critically through: studying setting, plot, and characterisation, and the effects of these and understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	<ul style="list-style-type: none">- Studying setting, plot and characterisation and the effects of these- Making inferences and referring to evidence in the text- Drawing on knowledge of literary devices from reading to enhance writing- Writing a range of narrative and non-narrative texts- Making critical comparisons across texts	<ul style="list-style-type: none">- Making critical comparisons across texts- Studying a range of authors, including at least two authors in depth each year- Making inferences and referring to evidence in the text- Writing a range of narrative and non-narrative texts- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing- Giving short speeches and presentations, expressing their own ideas and keeping to the point	<ul style="list-style-type: none">- Give short speeches and presentations, expressing own ideas and keeping to the point.- Use role, intonation, tone, volume, mood, silence, stillness and action to add impact.- Use Standard English confidently and effectively in speech- Give short speeches and presentations, expressing own ideas and keeping to the point.- Use role, intonation, tone, volume, mood, silence, stillness and action to add impact.	<ul style="list-style-type: none">- Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries- Making inferences and referring to evidence in the text- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play- Knowing the purpose, audience for and context of the writing and drawing on this- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing knowledge to support comprehension- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	<ul style="list-style-type: none">- Making inferences and referring to evidence in the text- Studying setting, plot, and characterisation, and the effects of these- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play- Knowing the purpose, audience for and context of the writing and drawing on this- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing knowledge to support comprehension- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	<ul style="list-style-type: none">- Develop an appreciation and love of reading, and read increasingly challenging material- Recognising a range of poetic conventions and understanding how these have been used- Making critical comparisons across texts- Improvising, rehearsing and performing play scripts and poetry	<ul style="list-style-type: none">- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning- Making critical comparisons across texts- Studying a range of authors, including at least two authors in depth each year- Making inferences and referring to evidence in the text- Writing a range of narrative and non-narrative texts- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	<ul style="list-style-type: none">- Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries- Making inferences and referring to evidence in the text- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	<ul style="list-style-type: none">- Develop an appreciation and love of reading, and read increasingly challenging material- Recognising a range of poetic conventions and understanding how these have been used- Making critical comparisons across texts- Improvising, rehearsing and performing play scripts and poetry	<ul style="list-style-type: none">- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning- Making critical comparisons across texts- Studying a range of authors, including at least two authors in depth each year- Making inferences and referring to evidence in the text- Writing a range of narrative and non-narrative texts- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	<ul style="list-style-type: none">- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning- Making critical comparisons across texts- Studying a range of authors, including at least two authors in depth each year- Making inferences and referring to evidence in the text- Writing a range of narrative and non-narrative texts- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form