

English Curriculum Sequence – Key Stage 3

	KS2 National Curriculum (prior learning)	By the end of the term, students can:	Year 7 Term 1 Treasure Island	Year 7 Term 2A An Introduction to Shakespeare	Term 2B ESB	Year 7 Term 3A/3B A Monster Calls [ 6 weeks & 2 weeks]	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 Universal Themes: Loss, Love & Struggle	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:  - 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:	- Inference - Deduction - Connotations - Prediction - Genre - Bildungsroman - Adventure - Novel - Protagonist - Antagonist - Flashback - Plot - Foil - Juxtapose - Summarise - Convention - Fiction - Non-fiction	- Genre: Tragedy, Comedy, Romance - Plot - Skim - Scan - Audience - Stage Direction - Dramatic Irony - Characterisation - Supernatural - Theme - Context - Elizabethan - Audience - Pathetic Fallacy	- Audience - Purpose - Inform - Argue - Persuade - Form, Tone - Direct Address - Alliteration - Facts - Opinions - Statistics - Triple - Rhetorical Question	- Protagonist, Tone - Symbolism - Structure - Flaw - Empathy - Allegory - Pendulum - Parson - Apothecary - Gothic Fiction - Characterisation - Inference - Motif - Chronological - Narrative - Perspective - Flashback - Foreshadowing - Monologue - Catharsis - Catalyst - Nightmare - Atmosphere	- 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	- Genre - Plot - Audience - Stage Direction - Dramatic Irony - Theme - Context - Social Hierarchy - Inequality - Juxtaposition - Patriarchal - Gender - Foreshadowing - Fate - Allegory - Prologue - Inflation - Recession - Stereotype - Prejudice - Proletariat - Bourgeoise	- 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	- Allegory - Civilization - Savagery - Characters - Setting - Genre - Microcosm - Dictatorship - Anarchy - Context - Atomic Bomb - Nuclear war - Cold War - Conch - Symbol - Symbolism - Morality - Omniscient Narrator - Freytag Pyramid	- 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	- Dramatic Monologue - Free verse - Rhyme - Theme - Imagery - Metaphor - Extended metaphor - Conceit: - Irony - Sonnet - Form - Connotation Elegy - Semantic field - Perspective	- Inference - Deduction - Connotation - Genre - Protagonist - Plot - Summarise - Characterisation - Culture - Narrative - Perspective - Stereotype - Religion - Foreshadowing - Prejudice - Dialogue - Theme - Identity - Prose - Compare - Contrast - Structure - Gender	- 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  - 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  - Contextual Factors: Social, Historical and Cultural - Characterisation - Plot - Theme - Writer's Methods incl. Dramatic Devices	Term 2B ESB  - Use Standard English confidently in a range of formal and informal contexts - Give short speeches and presentations, expressing their own ideas and keeping to the point	Year 7 Term 3A/3B A Monster Calls [ 6 weeks & 2 weeks]  - Narrative Writing - Structural Writing - Descriptive Writing - Analytical writing - Characterisation - Plot - Theme - Building of Tension - Creating an Effective Setting	Year 8 Term 1 Macbeth  - Contextual Factors: Social, Historical, Cultural and 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  - 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  - 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  - 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  - Contextual Factors: Social, Historical, Cultural and 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 9 Term 2A Universal Themes: Loss, Love & Struggle  - Poetic Techniques: Language, Form and Structure - Poetic Themes: Relationships, Expression of Feelings, Loss - Contextual factors (links to identity and culture) - Recall of key quotations
What	KS2/ KS3 transition scheme. EEP. Novel started in Y6	Demonstrate excellence in these skills:	Year 7 Term 1 Treasure Island	Year 7 Term 2A An Introduction to Shakespeare	Term 2B ESB	Year 7 Term 3A/3B A Monster Calls [ 6 weeks & 2 weeks]	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 Universal Themes: Loss, Love & Struggle	Year 9 Term 2B Diverse Prose	Year 9 Term 3 Of Mice and Men

			<ul style="list-style-type: none"><li>- Recall information about the Golden Age of Piracy</li><li>- Identify &amp; Summarise the plot</li><li>- Explore writer's methods used to create setting</li><li>- Explore characterisation</li><li>- Explore how tension is created in the text</li><li>- Examine the presentation of protagonist and antagonist</li></ul>	<ul style="list-style-type: none"><li>- Explore contextual factors: Shakespeare, Globe, Religion</li><li>- Identify and summarise plot: The Merchant of Venice, A Midsummer Night's Dream and The Tempest</li><li>- Compare characters and theme</li><li>- Explore writer's methods</li></ul>	<ul style="list-style-type: none"><li>- Personal Interest Talk: Independent research on a topic of choice</li><li>- Planning a speech with an introduction, main body and conclusion.</li><li>- Practise in the classroom and at home to make your speech flow naturally</li><li>- Production of a PowerPoint slide to be assessed during PIT.</li><li>- Speaking by Heart: Choose, learn and present a poem learnt off by heart.</li><li>- Introduce your poem to your audience.</li><li>- Reading to Listeners: Read effectively, with enthusiasm.</li><li>- Deliver an introduction that shows enthusiasm for the novel.</li></ul>	<ul style="list-style-type: none"><li>- Explore writer's methods,</li><li>- Compare characters and themes</li><li>- Explore writer's methods used to create setting</li><li>- Explore how structure is used for effect</li><li>- Examine the presentation of protagonist</li></ul>	<ul style="list-style-type: none"><li>- Explore contextual factors including hierarchy, religion, gender</li><li>- Examination of writer's methods: language, structure and dramatic conventions</li><li>- Characterisation: Macbeth, Lady Macbeth, Witches, King Duncan, Banquo</li><li>- Characterisation: connections between characters and character development</li><li>- Explore impact on audience</li></ul>	<ul style="list-style-type: none"><li>- Explore contextual factors including social class, gender, fate, marriage, education and prejudice</li><li>- Examination of writer's methods: language, structure and dramatic conventions</li><li>- Characterisation: Mickey, Edward, Mrs Lyons and Mrs Johnstone, Linda</li><li>- Characterisation: connections between characters and character development</li><li>- Explore impact on audience</li><li>- Writing for an audience and purpose: speech</li></ul>	<ul style="list-style-type: none"><li>- Poems: Still I Rise, Half Caste, Blessing and Two Scavengers in a Truck, Two Beautiful People in a Mercedes</li><li>- Identify writers' methods: language, form and structure</li><li>- Compare and contrast writer's thoughts, feelings and ideas</li><li>- Explore themes across different texts</li><li>- Explore the impact on the audience</li></ul>	<ul style="list-style-type: none"><li>- Explore contextual factors: Post World War II</li><li>- Word Class: Noun, Adjective, Verb, Adverb</li><li>- Figurative Language: Simile, Metaphor, Personification, Pathetic Fallacy, Onomatopoeia</li><li>- Narrative Perspective</li><li>- Identify key themes</li><li>- Writing for an audience and purpose</li><li>- Characterisation: connections between characters and characters' development</li><li>- Examination of writer's methods</li></ul>	<ul style="list-style-type: none"><li>- Explore contextual factors: hierarchy, religion, gender</li><li>- Examination of writer's methods: language, structure and dramatic Conventions</li><li>- Characterisation: Othello, Desdemona, Iago</li><li>- Characterisation: connections between characters and character development</li><li>- Explore impact on audience</li></ul>	<ul style="list-style-type: none"><li>- Explore contextual factors: women in history, gender, historical events, world conflicts, representations of emotions, exploring the connection between identity and text.</li><li>- Identify writers' methods: Language, Form and Structure</li><li>- Compare and contrast writer's thoughts, feelings and ideas</li><li>- Explore themes across different texts</li><li>- Explore the impact on the audience</li></ul>	<ul style="list-style-type: none"><li>- Explore contextual factors: hierarchy, religion, gender</li><li>- Examination of writer's methods: language, structure and dramatic</li><li>- Characterisation: connections between characters and character development</li><li>- Explore impact on reader</li></ul>	<ul style="list-style-type: none"><li>- Explore characterisation and relationships between characters</li><li>- Identify and summarise the plot</li><li>- Explore narrative perspective and impact on the reader</li><li>- Link text to contextual factors</li><li>- Explore how language is used for an effect</li><li>- Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li></ul>
Key assessment questions: Deeply marked pieces			<b>Year 7 Term 1 Treasure Island</b>	<b>Year 7 Term 2A An Introduction to Shakespeare</b>	<b>Term 2B ESB</b>	<b>Year 7 Term 3A/3B A Monster Calls [ 6 weeks &amp; 2 weeks]</b>	<b>Year 8 Term 1 Macbeth</b>	<b>Year 8 Term 2A Blood Brothers</b>	<b>Year 8 Term 2B Diverse Poetry</b>	<b>Year 8 Term 3 Lord of the Flies</b>	<b>Year 9 Term 1 Othello</b>	<b>Year 9 Term 2A Universal Themes: Loss, Love &amp; Struggle</b>	<b>Year 9 Term 2B Diverse Prose</b>	<b>Year 9 Term 3 Of Mice and Men</b>
			<ul style="list-style-type: none"><li>- Letter writing in the style of Jim</li><li>- Write a description inspired by a nautical image</li><li>- How is the character of Long John Silver presented in the extract?</li><li>- Newspaper Article Writing (key plot point)</li><li>- How does the writer use language to describe Jim's reaction towards the betrayal?</li></ul>	<ul style="list-style-type: none"><li>- The Tempest: How is Prospero presented in the extract? (methods)</li><li>- Merchant of Venice: How is Shylock presented as a villain?</li><li>- A Midsummer Night's Dream: How is the theme of love presented in the play?</li></ul>	<ul style="list-style-type: none"><li>- ESB Endorsement</li></ul>	<ul style="list-style-type: none"><li>- Write a narrative where the protagonist experiences a nightmare</li><li>- How does the writer present Conor as a mature character?</li><li>- How does the writer structure the text to interest the reader?</li><li>- Write a description based on an image</li></ul>	<ul style="list-style-type: none"><li>- How does Shakespeare present the witches in the opening scene of the play?</li><li>- Explore how Lady Macbeth is presented as a powerful character</li><li>- How does Shakespeare present Macbeth's ambition in the play (Dagger)</li><li>- Compare the characters of Macbeth and Banquo</li><li>- Explore the relationship of Macbeth and Lady Macbeth</li><li>- How does Shakespeare present Macbeth's change?</li></ul>	<ul style="list-style-type: none"><li>- How does Russell present the character of Mrs Johnstone?</li><li>- Compare the characters of Mrs Johnstone and Mrs Lyons</li><li>- '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</li></ul>	<ul style="list-style-type: none"><li>- In Still I Rise, how does the poet present ideas about discrimination and injustice?</li><li>- In Blessing, how does the poet present ideas about poverty and wealth?</li><li>- Compare how poverty and wealth is presented in 'Blessing' and 'Two Scavengers in a Truck'</li></ul>	<ul style="list-style-type: none"><li>- Write the opening of a narrative in which the main character is lost in an unknown location</li><li>- '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?</li><li>- Summarise the differences between Ralph and Piggy's characters.</li><li>- How does Golding use Jack to show the dark side of human nature in Lord of the Flies?</li><li>- '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</li></ul>	<ul style="list-style-type: none"><li>- How does Shakespeare present Othello in the opening of the play?</li><li>- How does Shakespeare present Iago in the opening of the play?</li><li>- How does Shakespeare present Desdemona in the play?</li><li>- How does Shakespeare present the theme of jealousy?</li><li>- How does Shakespeare present Othello and Desdemona's relationship in Act 4?</li><li>- How does Shakespeare present the theme of guilt in the play?</li></ul>	<ul style="list-style-type: none"><li>- How does the speaker in 'Daddy' present her feelings for her father?</li><li>- How does the speaker in 'Valentine' present their views of love?</li><li>- How do the writers of 'Pull out the Pin' and 'What Were They Like?' present the impact of war on the Vietnamese people?</li></ul>	<ul style="list-style-type: none"><li>- How does the writer structure the text to interest the reader?</li><li>- Compare writers' viewpoints and perspectives</li><li>- Write a letter in which you respond to the following statement: 'race and gender should not matter. All humans are equal'</li></ul>	<ul style="list-style-type: none"><li>- Write a description inspired by the image (setting)</li><li>- How is the relationship between Lennie and George presented in this extract?</li><li>- How is the theme of gender presented in the novel?</li><li>- '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?</li><li>- How is this extract structured to interest the reader? (Chapter 6)</li><li>- Write a story describing a near death experience</li></ul>

										in which you explain your point of view on this statement				
										- 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?	Year 7 Term 1 Treasure Island	Year 7 Term 2A An Introduction to Shakespeare	Term 2B ESB	Year 7 Term 3A/3B A Monster Calls [ 6 weeks & 2 weeks]	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 Universal Themes: Loss, Love & Struggle	Year 9 Term 2B Diverse Prose	Year 9 Term 3 Of Mice and Men
		What are the expectations for students in your subject area in the KS3 National Curriculum?	<ul style="list-style-type: none"><li>- Studying setting, plot and characterisation and the effects of these</li><li>- Making inferences and referring to evidence in the text</li><li>- Drawing on knowledge of literary devices from reading to enhance writing</li><li>- Writing a range of narrative and non-narrative texts</li><li>- Use Standard English confidently in a range of formal and informal contexts</li><li>- Giving short speeches and presentations, expressing their own ideas and keeping to the point</li></ul>	<ul style="list-style-type: none"><li>- 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</li></ul>	<ul style="list-style-type: none"><li>- Exploring viewpoints</li><li>- Developing oracy skills</li><li>- Considering perspectives</li><li>- Utilising rhetoric devices</li><li>- Understanding tone, audience and purpose</li><li>- Memorising key texts</li></ul>	<ul style="list-style-type: none"><li>- Studying setting, plot and characterisation and the effects of these</li><li>- Making inferences and referring to evidence in the text</li><li>- Drawing on knowledge of literary devices from reading to enhance writing</li><li>- Writing a range of narrative and non-narrative texts</li><li>- Use Standard English confidently in a range of formal and informal contexts</li></ul>	<ul style="list-style-type: none"><li>- Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>- Making inferences and referring to evidence in the text</li><li>- Studying setting, plot, and characterisation and the effects of these</li><li>- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li></ul>	<ul style="list-style-type: none"><li>- Making inferences and referring to evidence in the text</li><li>- Studying setting, plot, and characterisation, and the effects of these</li><li>- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li><li>- Knowing the purpose, audience for and context of the writing and drawing on this</li><li>- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li><li>- Applying their knowledge to support comprehension</li><li>- 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.</li></ul>	<ul style="list-style-type: none"><li>- Develop an appreciation and love of reading, and read increasingly challenging material</li><li>- Recognising a range of poetic conventions and understanding how these have been used</li><li>- Making critical comparisons across texts</li><li>- Improvising, rehearsing and performing play scripts and poetry</li></ul>	<ul style="list-style-type: none"><li>- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>- Making critical comparisons across texts</li><li>- Studying a range of authors, including at least two authors in depth each year</li><li>- Making inferences and referring to evidence in the text</li><li>- Writing a range of narrative and non-narrative texts</li><li>- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li><li>- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li></ul>	<ul style="list-style-type: none"><li>- Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>- Making inferences and referring to evidence in the text</li><li>- Studying setting, plot, and characterisation, and the effects of these</li><li>- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li></ul>	<ul style="list-style-type: none"><li>- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>- Making critical comparisons across texts</li><li>- Studying a range of authors, including at least two authors in depth each 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