

English Phase One (KS3) Curriculum



Overview:

Our English curriculum is unapologetically ambitious. Students study the core disciplinary areas of English knowledge in a framework of curricular units which build incrementally from primary school foundations, up to GCSE level and beyond. Our curriculum empowers students with knowledge of: vocabulary, grammar, genre, form, the craft of writing, authorial influence, critical reading, literary theory and more. Students experience excellent teaching of key concepts, guidance with critical reading, frequent opportunities to craft writing with real-world connections, and to speak passionately and compellingly to real audiences about important topics. Curriculum sequencing means that students revisit core content frequently, deepening and refining knowledge and skill as they go. Our English curriculum nurtures a love of literature through a range of well-considered and challenging texts, not only from the traditional canon, but also stretching across a diverse range of voices, perspectives and experiences.

Content:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Gothic Fiction <i>Vehicle: Cirque du Freak by Darren Shan</i></p> <ul style="list-style-type: none"> - KS2 grammar terms revision - Gothic conventions - Narrative voice - Protagonist - Antagonist - Connotation - Atmosphere - Thesis statement - Academic verbs - Academic adjectives <p>This unit explicitly builds on language and grammar work done in KS2.</p>	<p>Gothic Writing</p> <ul style="list-style-type: none"> - Action - Character development - Setting - Dialogue - Foreshadowing - The passive voice - Focus shifts - Contrast - Pace - Repetition and pattern - Sentence construction (modification and expansion) <p>This unit builds on language and grammar work and gothic understanding from the previous unit, and culminates in a piece of carefully crafted</p>	<p>Non-Fiction to change the world <i>Vehicle: I am Malala by Malala Yousafzai</i></p> <ul style="list-style-type: none"> - Vocabulary: plight, socioeconomic status, inequality, empathy, underclass, - Academic adverbs - Authorial intent and influence - 1st, 2nd, 3rd person perspective - Noun sub-classes - Verb sub-classes - Biography - autobiography 	<p>Writing Non-Fiction to change the world: letters</p> <ul style="list-style-type: none"> - Transactional writing - Audience - Purpose - Rhetorical devices - Vocabulary: human rights, freedom, justice, dignity, integrity, exposure - Colon - Semi-colon - Ellipsis - Temporal connectives - Illustrative connectives - Emotive reason - Logical reason <p>This unit builds on sentence crafting work from T2, ending in students writing a letter which is sent to Amnesty International.</p>	<p>Shakespearean Drama <i>Vehicle: Romeo and Juliet by William Shakespeare</i></p> <ul style="list-style-type: none"> - Extended metaphor - Conceit - Dramatic irony - Oxymoron - Juxtaposition - Symbolism - Patriarchy - Renaissance - Grammar: the literary present - Tragic conventions: peripeteia, anagnorisis - Pun, sonnet, soliloquy, prologue, metre, iambic pentameter <p>This unit builds on academic writing skills from T1 and T3, continuing to develop a bank of academic vocabulary and phrasing which supports essay writing in Literature.</p>	<p>Writing Drama</p> <ul style="list-style-type: none"> - Revise grammar and writing techniques from T2 and T4 - Monologue - Tense - Voice - Tone - Fragmentation - Subordinating conjunction - Appositive phrase - Precise nouns - Precise adjectives - Verbs for crafting <p>This unit explicitly builds on writing knowledge and skill from T2 and T4, and culminates in students writing character monologues which are performed by older students on our CAPA pathway in an end of year event.</p>

		descriptive writing which is anthologised.				
Year 8	<p>Linguistic Study</p> <ul style="list-style-type: none"> - Dialect - Accent - Idiolect - Standard English - Varieties of English Grammar - Etymology - Morphology - Semantic change - Prefix - Suffix - Root - Transcript - Interjection - Filler <p>Students explore ways in which language changes over time, and how the dialect and grammar systems of different groups are distinct from one another. This culminates in a linguistic study based on students' own use of spoken language.</p>	<p>The Art of Rhetoric</p> <ul style="list-style-type: none"> - Revise grammar terms from Y7 - Rhetoric: ethos, pathos logos - History or Rhetoric - Tone - Prosody - Articulation - Pace - Emphasis - Phrasing - Sentence types: declarative, interrogative, imperative, exclamative - Connectives - Determiner sub-classes <p>This unit draws on transactional writing knowledge and skill from Y7 T4. Students study classical rhetoric, and take time to craft a speech of their own. They prepare their speech for performance, and take part in the annual Y8 public speaking competition.</p>	<p>Classic Novel: fable, allegory & propaganda</p> <p>Vehicle: <i>Animal Farm</i> by George Orwell</p> <ul style="list-style-type: none"> - Revise Rhetoric from T2 - Anthropomorphism - Personification - Zoomorphism - Allegory - Symbol - Academic writing: making links across texts - Fable - Propaganda <p>This unit deepens and refines understanding of rhetoric by exploring the power of rhetorical language in the novel. Students will continue to develop academic writing skills from Y7, working explicitly on structures for exploring links and development of ideas across texts.</p>	<p>Poetic form and structure</p> <p>Vehicle: <i>Long Way Down</i> by Jason Reynolds</p> <ul style="list-style-type: none"> - Epiphany - Conceit - Supernatural - Apparition - Colloquialism - Literary descent - Academic writing: character journeys - Academic verbs - Emphatic positioning - Rhythm - Stanza - Quatrain - Couplet - Verse novel - Narrative poetry - Epic poetry <p>This unit teaches poetic form and structure and continues to build academic writing skills with a particular focus on character journeys. Students also explore the idea of literature as an agent for social change, building on their reading of <i>I am Malala</i> in Y7, <i>Animal Farm</i> in Y8 T3, and preparing the ground for this critical concept in Y9 and KS4 texts.</p>	<p>Short Stories</p> <p>Vehicle: <i>The Signalman, The Yellow Wallpaper</i> and others</p> <ul style="list-style-type: none"> - Revise grammar terms for sentence level analysis - Academic writing focused on text structure: tension and atmosphere - Academic adjectives - Clause sub-types - Freytag's pyramid - Types of narrative structure - Victorian ghost story conventions <p>This unit explores ways writers create tension using structure. Students explore two Victorian short stories, and two more modern examples for a variety of story structures. They also develop language to support academic writing about structure.</p>	<p>Journalistic Writing</p> <ul style="list-style-type: none"> - Revise grammar terms for writing accuracy and crafting - Emphatic adjectives - Intensifiers - Article structure - Journalism: newspaper, tabloid, broadsheet, magazine, blog, social media platform, editor, brief, proof, target audience, advertising, satire <p>This unit builds on prior work on rhetoric and transactional writing, and broader work on grammar for writing. Students are exposed to the journalistic process, learning how to: pitch to an editor, research a topic, conduct interviews, handle data, plan, draft and edit their work. Finished student articles are published as a school newspaper in the Autumn term.</p>

<p style="text-align: center;">Year 9</p>	<p style="text-align: center;">Shakespeare and Power</p> <p style="text-align: center;"><i>Vehicle: Julius Caesar</i> by William Shakespeare</p> <ul style="list-style-type: none"> -Revise work on <i>Rhetoric from Y8</i> -Revise Shakespeare knowledge from Y7 -Revise knowledge of modal verbs and adverbs -Foreshadowing -Conflict -Catharsis -Peripeteia -Anagnorisis -Prophecy -Fate -Academic adjectives -Academic writing: talking about instability, chaos and decline <p>This unit links backwards to study of <i>Romeo and Juliet</i> from Y7, whilst also preparing key themes and ideas which will be necessary for study of <i>Macbeth</i> in Y10: Shakespeare and storms, kingship, prophecy, conspiracy.</p>	<p style="text-align: center;">Short Story Writing</p> <ul style="list-style-type: none"> - Revise short story structures from Y8 - Revise grammar for writing techniques - Characterisation - Pronoun sub-classes <p>Building on their study of short stories in Y8 Term 4, and extensive work on writing throughout KS3, students will create craft their own narratives. This will develop existing knowledge and skill in written accuracy. Student short stories will be anthologised in a year group collection.</p>	<p style="text-align: center;">The Modern Novel</p> <p style="text-align: center;"><i>Vehicle: The Book Thief</i> by Marcus Zusak</p> <ul style="list-style-type: none"> - Metaphysical - Anaphora - Hyperbole - Motif - Tone - Non-linear narrative - Omniscient narrator - Bildungsroman - Abstract nouns for external and internal conflict - Academic writing: effect on the reader, themes and ideas <p>Students refine and deepen their knowledge of the novel form following their novel study in Y8 T2. This unit prepares students for detailed independent analysis of language and structure, whilst also enhancing work already done in Y8 Term 5 on applying context to literary interpretation. It also introduces key ideas which will be necessary for literature study in KS4, such as non-linear narrative and talking about conflict.</p>	<p style="text-align: center;">Transformational Writing</p> <ul style="list-style-type: none"> - Revise all grammar for writing techniques - Revise sentence types - Crafting language: cut, combine, use fragments, modification - Transformational writing <p>This unit brings together writing skills from previous units and challenges students to transform existing literature into a different form, using advanced editing and crafting techniques.</p>	<p style="text-align: center;">Modern Drama</p> <p style="text-align: center;"><i>Vehicle: Blood Brothers</i> by Willy Russell</p> <p>4-week unit</p> <ul style="list-style-type: none"> - Revise conventions of tragedy: <i>peripeteia, anagnorisis, catharsis</i> - Revise: <i>dialect, idiolect, accent, Standard English</i> - Modern drama conventions - Academic writing: verbs and connectives <p>This unit brings together key ideas about literature as an agent for social change, exploring the presentation of the class divide in <i>Blood Brothers</i>. Revising linguistic concepts from Y8, this unit introduces character speech as a technique used by playwrights which will support modern drama study in KS4.</p>	<p style="text-align: center;">Social Justice Poetry</p> <p style="text-align: center;">William Blake, Langston Hughes, Vanessa Kisuule, Sarojini Naidu</p> <p>4-week unit</p> <ul style="list-style-type: none"> - Revise poetry terms from Y8 - Blake context - Romanticism - Academic writing: making comparisons between texts <p>This unit explores the work of four poets who use poetry as a call for social justice. Students deepen and refine their understanding of poetic form, and develop knowledge to prepare work on poetry in KS4.</p>	<p style="text-align: center;">Review Writing</p> <ul style="list-style-type: none"> - Revise key grammar for writing concepts from KS3 - Revise knowledge of journalistic writing from Y8 - Revise principles of Rhetoric - Powerful judgement adjectives <p>This unit pulls together all the transactional writing principles from across KS3 (rhetoric, grammar for writing, journalistic method), culminating in a piece of crafted review writing.</p>
---	--	---	---	---	---	--	--

Who to contact about Phase One English:

Ms R Thompson, Subject Progress Leader: English - rthompson@cathedral.trinitymat.org