

HALF TERM 5 CURRICULUM CONTENT – KS3 English

Year 7

Intent statement:

This unit is Year 7s first time to explore and play with the art of writing, whether that be non-fiction or creative. Students will look at how to write to establish a significant setting, how to introduce a character, how to establish a character's background and relationships, and how to build tension. The Hunger Games explores a dystopian setting which also allows students to take inspiration from this futuristic setting whilst keeping realism.

Topic	The Hunger Games
Prior knowledge / skills	<ul style="list-style-type: none">● Planning for writing● Proofreading, editing and redrafting● Identifying character/setting traits and making inferences from them● Identification of language/ structural features in texts● Building on the idea of the protagonist, setting and confidante from the first term's topic
Key skills	<ul style="list-style-type: none">● The role of a leader including what makes an effective leader● Exploration of character traits● Exploration of story settings● Exploration of suspense and tension● Dystopian society (key features)● The role of the protagonist (definition and purpose)● Effect of contrasting settings● Evolving character identity● Creating a Dystopian setting● Sequencing ideas into a narrative
Foundation words	<ol style="list-style-type: none">1. Narrative2. Dystopia3. Utopia4. District5. Contrast6. Protagonist7. Identity8. Tone9. Mood10. Atmosphere

Targeted words	<ol style="list-style-type: none"> 1. Suspense 2. Tension 3. Freedom 4. Cornucopia 5. Foreboding 6. Futuristic 7. Epitome 8. Embodies 9. Censorship 10. Characterisation
Specialist words	<ol style="list-style-type: none"> 1. Dictatorship 2. Totalitarian 3. Spectacle 4. Stoicism 5. Rebellion 6. Revolution 7. Community 8. Oppression 9. Cynicism 10. Altruism
Assessment	<p>The assessment will take place around week 4; the following topics will be covered & students need to revise 2 weeks in advance. The assessment will consist of a recall section testing students' understanding of a range of the above words from the unit, some key ideas from the unit, and then a longer reading task making up the vast majority of marks for this assessment. The skill being assessed is writing.</p>
Personal Development opportunities	<ul style="list-style-type: none"> ● Links to real-life examples of dictatorships and how they have an impact on the world ● Differences in social classes and how they can affect perception – lower classes and certain regions tend to be looked down upon unfavourably ● How multiple factors can impact a person's behaviour (including making people behave in ways they would otherwise not) <ul style="list-style-type: none"> ○ → Example: The impact 'fear' has on a person's behaviour ● Students will explore emotional responses through the characters in this text and be able to tap into their empathetic responses
Homework requirements	<p>Homework will be set on Google Classroom every week and will take 30 minutes to complete</p>

Year 8

Intent statement:

This unit is intended to allow students to analyse how comedy has changed & developed over time through a comparison between Shakespeare & Shrek. Students will understand the conventions of a comedy and the importance of subplot. The interesting mix with Shrek will allow students to understand comedic terminology and how filmic adaptations can be analysed in a similar way to a text.

Topic	Much Ado in comparison with Shrek
Prior knowledge / skills	<ul style="list-style-type: none">• Ability to analyse narrative• Identifying character / setting traits and making inferences from them• Knowledge of Shakespeare and his plays• AMND (comedy) studied in Year 7
Key skills	<ul style="list-style-type: none">• Who Shakespeare is• Genre• Conventions of Comedy• Comedic devices and how they can be utilised in text and film• Character development• Iambic pentameter• Inferences on quotes about characters• Difference between plot and subplot• Roles of women in Elizabethan era
Foundation words	<ol style="list-style-type: none">1. Play2. Narrative3. Comedy4. Farce5. Witty / witticism6. Genre7. Confusion8. Sub-plot9. Shakespeare10. Dramatic irony
Targeted words	<ol style="list-style-type: none">1. Disguise2. Deception3. Obedience4. Intertwining

	<ol style="list-style-type: none"> 5. Misunderstanding 6. Stereotype 7. Resolution 8. Transformation 9. Bathos 10. Duel
Specialist words	<ol style="list-style-type: none"> 1. Buffoonery 2. Conventional 3. Expectations 4. Courtship 5. Chivalry 6. Antithesis 7. Malapropism 8. Disdain 9. Belligerent 10. Antagonistic
Assessment	<p>The assessment will take place around week 4; the following topics will be covered & students need to revise 2 weeks in advance. The assessment will consist of a recall section testing students' understanding of a range of the above words from the unit, some key ideas from the unit, and then a longer reading task making up the vast majority of marks for this assessment. The skill being assessed is reading.</p>
Personal Development opportunities	<p>Gender roles during the Elizabethan era (Beatrice as a woman with a voice in Shakespeare – Hero & Beatrice as the antithesis of each other), students will be encouraged to question the patriarchy and how Shakespeare portrayed men and women. As with all of Shakespeare's plays there are lessons to be learnt, particularly in terms of relationships and family (exploring the relationship between Hero & her father as well as the attitude to marriage); students will be able to access these big ideas more readily with the aid of Shrek as a clear comparison.</p>
Homework requirements	<p>Homework will be set on Google Classroom every week and will take 30 minutes to complete.</p>

Year 9

Intent statement:

This unit is the start of Year 9s Literature GCSE. We will explore the context of the play focusing on Jacobean England as well as the conventions of Shakespearean tragedy. Students will be both reading and annotating the play in preparation for their English Literature GCSE. Students will explore the complexity of language as well as timeless lessons of morality that can be learnt from key characters in literature.

Topic	Macbeth
Prior knowledge / skills	<ul style="list-style-type: none">● Understanding Shakespearean history● Tyrannical leaders● Annotating texts● Analysing language and structure in texts● Extended writing
Key skills	<ul style="list-style-type: none">● Understanding the conventions of a tragedy● Exploring how the Jacobean era may have influenced Shakespeare● Reading and analysing archaic language● Using keywords to describe characters● Understanding key themes and how they affected characters● Annotating extracts● Understanding GCSE mark schemes● Answering two GCSE questions in a short timeframe
Foundation words	<ol style="list-style-type: none">1. Form2. Jacobean3. Tragedy4. Supernatural5. Imagery6. Themes7. Tyrant8. Soliloquy9. Pathetic fallacy10. Suspense
Targeted words	<ol style="list-style-type: none">1. Hamartia2. Great chain of being3. Divine right of kings4. Prophecies

	<ol style="list-style-type: none"> 5. Hubris 6. Ambition 7. Apparition 8. Regicide 9. Motif 10. Equivocate
Specialist words	<ol style="list-style-type: none"> 1. Paradox 2. Iambic pentameter 3. Antithesis 4. Pivot point 5. Comic relief 6. Tragic hero 7. Facade 8. Heathen 9. Convention 10. Peripeteia
Assessment	<p>The assessment will take place around week 3. Students need to revise material that will be uploaded to Google Classrooms. The assessment will consist of a recall section testing students' understanding of a range of the above words from the unit, some key ideas from the unit, and then a longer reading task. Section B will assess reading with an extract from <i>Macbeth</i>, replicating part 'A' of their literature paper 1 exam.</p>
Personal Development opportunities	<p>In this unit students will engage in an analysis of the play <i>Macbeth</i>, by William Shakespeare. In Year 8, students read <i>Much Ado About Nothing</i> and now will explore one of Shakespeare's darker works. This <i>Macbeth</i> unit allows students to tackle Shakespearian language and engage in analysis and discussion of universal themes of power, greed and morality.</p>
Homework requirements	<p>Homework will be set on Google Classroom every week and will take 40 minutes to complete.</p>