

HALF TERMLY CURRICULUM CONTENT – KS3 English

Year 7

Intent statement:

This unit is intended to develop students' abilities to explore poetry, poetic personas and identify poetic devices.

Topic	Poetic personas
Prior knowledge / skills	This is the first time students learn about poetry in their secondary education. It is important that the topics and themes of this unit promote learner engagement as well as their knowledge. This unit of work should enrich students' understanding of identity and of the world around them – both as it was before and as it is now. This unit of work is rich in technical language – it's important students have a strong foundation for future encounters with poetry, relating to language, form and structure.
Key skills	<ul style="list-style-type: none">• Understand that poetry is different from prose and drama• Understand that poetry is meant to be read aloud and has similarities to music• Understand that poems can use rhyme• Understand that the persona is not the same as the poet• Understand poetic terminology and the effect it can have
Foundation words	<ol style="list-style-type: none">1. Persona2. Imagery3. Stanza4. Rhythm5. Rhyme6. Oppression7. Racism8. Theme9. Repetition10. Identity
Targeted words	<ol style="list-style-type: none">1. Apartheid2. Slave trade3. Symbol4. Personification5. Onomatopoeia6. Alliteration7. Enslaved

	8. Freedom 9. Narrative 10. Comparison
Specialist words	1. Limbo 2. Segregation 3. Alienation 4. Township 5. Conflict 6. Nostalgia 7. Enjambment 8. Nuance 9. Contrast 10. Interpretation
Assessment	The assessment will take place around week 4 and 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.
Personal Development opportunities	This unit is rich in knowledge about other cultures and the world beyond the school. The students will have the opportunity to discuss and grapple with big issues such as racism, morality, culture and history. There are lots of curriculum links with history and geography within this unit. The unit also allows the students to question their own identity which ties nicely into our school culture day.
Homework requirements	Homework will be set on Google Classroom every week and will take 30 minutes to complete.

Year 8

Intent statement:

This unit is intended to further develop students' understanding of how a whole text is crafted and to explore their reading, comprehension and analytical skills. This unit also allows students to understand the significance of historical context in relation to a text and to understand how and why writers make certain choices.

Topic	<i>Animal Farm</i> by George Orwell
Prior knowledge / skills	<ul style="list-style-type: none">• Knowledge of how a text is constructed using Freytag's pyramid• The ability to write analytically• The ability to grapple with big ideas• Understanding of how historical context links to a text• Exploration of satire and allegory
Key skills	A key focus of this unit is the higher-level idea of satire. This unit aims to introduce and help students engage with the concept of satire, with special focus on the humorous effects and critical intentions of satire.
Foundation words	<ol style="list-style-type: none">1. Satire2. Mock3. Fable4. Allegory5. Lies6. Moral7. Novella8. Conflict9. Tyrant10. Corrupt
Targeted words	<ol style="list-style-type: none">1. Annotation2. Denotation3. Connotation4. Comrade5. Propaganda6. Commandment7. Dictator8. Foreshadowing9. Assertion10. Rhetoric

Specialist words	<ol style="list-style-type: none"> 1. Anthropomorphism 2. Totalitarian 3. Marxism 4. Socialism 5. Communism 6. Capitalism 7. Rebellion 8. Revolution 9. Democracy 10. Autocracy
Assessment	The assessment will take place around mid-way through this half term. 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 writing task making up the vast majority of marks for this assessment. The skill being assessed is reading.
Personal Development opportunities	This unit helps enrich students' cultural knowledge as we learn and discuss the context of the Russian Revolution, with a particular focus on the conflict between communist and capitalist societies / values. There is a heavy curriculum linked with history in this unit as the story is rich with real life context which allows the students to question mistakes made in history and how we can learn from these.
Homework requirements	Homework will be set on Google Classroom every lesson and will take 30 minutes to complete.

Year 9

Intent statement:

This unit is intended to give opportunities to build upon rhetorical devices learnt in Year 8 and also prepare students for embarking on their spoken language exam in Year 10. Students will explore necessary skills for the real world – debating, persuading, educating, informing, reviewing, writing a letter, giving an opinion in a formal turn-taking setting, etc. Our aim is to empower students to find their own voices and passions.

Topic	Non fiction writing for life beyond school
Prior knowledge / skills	<ul style="list-style-type: none">• Understanding the use of rhetoric• Understanding that transactional writing lends itself to many purposes beyond the classroom• Understanding how to write for audience and purpose• Understanding the importance of having opinions• Writing to employ particular tones, styles, and registers
Key skills	Students will look at key speeches and examples of effective transactional writing. Students will be encouraged to find their own voice through pushing the art of rhetoric & centering that what they are doing is a necessary skill for the real world – debating, persuading, educating, informing, reviewing, writing a letter, giving an opinion in a formal turn-taking setting, etc.
Foundation words	<ol style="list-style-type: none">1. Rhetoric2. Tone3. Pathos4. Logos5. Ethos6. Debate7. Persuade8. Review9. Inform10. Educate
Targeted words	<ol style="list-style-type: none">1. Oracy2. Pace3. Volume4. Emphasis5. Counter argument6. Formality7. Intimidation8. Inspiration9. Anaphora

	10. Non-verbal communication
Specialist words	<ol style="list-style-type: none"> 1. Proposition 2. Opposition 3. Motion 4. Rebuttal 5. Verbal irony 6. Gesture 7. Objection 8. Devil's advocate 9. Understatement or Litotes 10. Eulogy
Assessment	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 writing.
Personal Development opportunities	This unit allows for students to find their own voice, particularly through encouragement of oracy in the classroom. Students will study speeches from many famous speakers from history and the present. Students will be encouraged to think about and research big, perhaps political, issues that they find interest in. This unit intends on reflecting the changing world around us and current affair issues. Students will have many opportunities to learn about effective oracy and how to have their voices heard.
Homework requirements	Homework will be set on Google Classroom every week and will take 40 minutes to complete.