

Carre's Grammar School – English Curriculum – Key Stage 3

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6	
Year 7	TOPIC	Beowulf and Chaucer	Introduction to Shakespeare	Introduction to Poetry	Introduction to Non-Fiction	Enola Holmes	The Garbage King by Elizabeth Laird
	INTENT	For students to understand how English evolved and is constantly changing.	For students to be introduced to a key figure of English Literature and to the theatre.	For students to be introduced to poetic forms and techniques.	To introduce and engage students in the reading of a broad range of non-fiction texts.	To introduce students to detective fiction.	To introduce playscripts and stagecraft. This unit also contains an introduction to practical drama techniques and how a playwright creates an effective piece of theatre.
	Disciplinary knowledge Focus	<ul style="list-style-type: none"> Understanding of how to plan a piece of writing 	<ul style="list-style-type: none"> Understanding how to use quotations to support a point of view 	<ul style="list-style-type: none"> Understanding of how to write an introduction 	<ul style="list-style-type: none"> Understanding the difference between formal and informal vocabulary 	<ul style="list-style-type: none"> Understanding how to write a formal paragraph 	<ul style="list-style-type: none"> Understanding how to draft / re-draft – focusing on SPAG
	Substantive knowledge	Linguistic knowledge Orthographic knowledge Syntactical knowledge Knowledge of different writing purposes	Knowledge of the craft of the writer Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms Knowledge of subject terminology	Knowledge of the craft of the writer Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms Knowledge of subject terminology	Knowledge of the features of different purposes of writing Knowledge of subject terminology Knowledge of the features of different writing forms.	Knowledge of the craft of the writer Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms Knowledge of subject terminology	Knowledge of the craft of the writer Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms Knowledge of subject terminology
	ASSESSMENT	Create a dramatic piece of writing detailing a fight	Write a letter from someone visiting the theatre in Shakespeare's time.		Write a biography of someone in the student's family.		Year 7 exam
Year 8	TOPIC	The Development of English Language	Shakespeare: A more detailed study of a play ('The Tempest' or 'Midsummer Night's Dream)	Poetry: Love and Relationships Cluster	Non-Fiction Rhetoric	The Magician's Nephew	Frankenstein – Philip Pulman
	INTENT	For students to understand how English evolved and it is constantly changing.	For students to understand how dramatists use themes and characters in plays.	For students to develop an understanding of how poets use language for effect.	To show students the conventions of a specific genre and for them to see how these are used in a range of persuasive texts.	To develop understanding of the conventions of a nineteenth century text.	For students to understand how novels can be transferred to plays and be made into an effective piece of theatre. This unit also contains practical work on drama techniques and how a playwright uses these to create a successful piece of theatre.

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	Substantive Knowledge	<ul style="list-style-type: none"> Understanding of different ways of planning writing 	<ul style="list-style-type: none"> Understanding how to analyse the language of quotations 	<ul style="list-style-type: none"> Understanding of how to write a conclusion 	<ul style="list-style-type: none"> Understanding the importance of formal academic vocabulary 	<ul style="list-style-type: none"> Understanding of how to link 2 / 3 formal paragraphs together 	<ul style="list-style-type: none"> Understanding of how re-drafting can improve vocabulary choices
	KNOWLEDGE LEARNED	Linguistic knowledge Orthographic knowledge Syntactical knowledge Knowledge of different writing purposes	Knowledge of the craft of the writer Knowledge of how to write about literature Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms Knowledge of subject terminology	Knowledge of the craft of the writer Knowledge of how to write about literature Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms Knowledge of subject terminology	Knowledge of the features of different purposes of writing Knowledge of subject terminology Knowledge of the features of different writing forms. Knowledge of vocabulary Knowledge of rhetorical devices	Knowledge of genre and different conventions Knowledge of the craft of the writer Knowledge of how to write about literature Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms Knowledge of subject terminology	Knowledge of the craft of the writer Knowledge of how to write about literature Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms Knowledge of subject terminology
	ASSESSMENT	Writing a Speech using the key features of rhetoric		Reading A comparison between the poem 'My father thought it' and 'Mother any distance.	Reading – Write an analysis of a charity leaflet created by the student highlighting the key rhetorical features used.		Year 8 exam
Year 9	TOPIC	The development of the English Language in the nineteenth century through crime	Modern Play American 'A View from the Bridge'	War Poetry	Fiction writing	Animal Farm	Introduction to tragedy and the plot of Macbeth
	INTENT	For students to understand how English evolved and it is constantly changing.	To learn how to analyse and evaluate issues in a contemporary Play.	To learn how to make critical comparisons across poetry texts	To learn how to adapt the style of writing to genre.	To consider contextual factors in approaching a twentieth century text.	To understand the key components of tragedy and the plot of Macbeth This unit also contains practical drama techniques that enhance students' knowledge of Shakespeare's craft as a dramatist.
	Disciplinary knowledge Focus	<ul style="list-style-type: none"> Understanding of how to link ideas together in a piece of work 	<ul style="list-style-type: none"> Understanding of how quotations might be interpreted in different ways 	<ul style="list-style-type: none"> Understanding of how to compare texts 	<ul style="list-style-type: none"> Understanding of how re-drafting of writing can improve sentence structure and whole text structure 	<ul style="list-style-type: none"> Understanding of how to write a full essay 	<ul style="list-style-type: none"> Understanding of how to use formal academic vocab in own writing
	KNOWLEDGE LEARNED	Linguistic knowledge Orthographic knowledge Syntactical knowledge Knowledge of different writing purposes	Knowledge of the craft of the writer Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms	Knowledge of the craft of the writer Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms	Knowledge of the craft of the writer Knowledge of the features of different forms of writing. Knowledge of vocabulary Knowledge of plot, character and themes	Knowledge of the craft of the writer Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms	Knowledge of the craft of the writer Knowledge of interpretations and how to evaluate them Knowledge of plot, character, themes Knowledge of literary forms

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		Knowledge of subject terminology Knowledge of literary forms	Knowledge of subject terminology	Knowledge of subject terminology		Knowledge of subject terminology	Knowledge of subject terminology
	ASSESSMENT	Reading questions based on an extract from Chapter 8 of Great Expectations.		Write a comparison of two war poems that present a different attitude to war	A piece of dystopian creative writing	<u>Year 9 Exams</u>	