

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

|               | Autumn 1                     | Autumn 2   | Spring 3   | Spring 4   | Summer 5  | Summer 6   |  |
|---------------|------------------------------|--|--|--|---|--|--|
| <b>Year 7</b> | 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.<br><br>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"> <li>Understanding of how to plan a piece of writing</li> </ul>                  | <ul style="list-style-type: none"> <li>Understanding how to use quotations to support a point of view</li> </ul>   | <ul style="list-style-type: none"> <li>Understanding of how to write an introduction</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding the difference between formal and informal vocabulary</li> </ul>                                   | <ul style="list-style-type: none"> <li>Understanding how to write a formal paragraph</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding how to draft / re-draft – focusing on SPAG</li> </ul>   |
|               | Substantive knowledge        | Linguistic knowledge<br>Orthographic knowledge<br>Syntactical knowledge<br>Knowledge of different writing purposes | Knowledge of the craft of the writer<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms<br>Knowledge of subject terminology | Knowledge of the craft of the writer<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms<br>Knowledge of subject terminology | Knowledge of the features of different purposes of writing<br>Knowledge of subject terminology<br>Knowledge of the features of different writing forms. | Knowledge of the craft of the writer<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms<br>Knowledge of subject terminology | Knowledge of the craft of the writer<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms<br>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.  | An analysis of the poem 'Going Downhill on a Bicycle' by Henry Charles Beeching  | Write a biography of someone in the student's family.   | Write a review of the book Enola Holmes  | <a href="#">Year 7 exam</a>  |
| <b>Year 8</b> | 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.<br><br>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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|---------------|-------------------------------------|--|--|--|---|--|--|
|               | <b>Substantive Knowledge</b>        | <ul style="list-style-type: none"> <li>Understanding of different ways of planning writing</li> </ul>              | <ul style="list-style-type: none"> <li>Understanding how to analyse the language of quotations</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding of how to write a conclusion</li> </ul>   | <ul style="list-style-type: none"> <li>Understanding the importance of formal academic vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding of how to link 2 / 3 formal paragraphs together</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding of how re-drafting can improve vocabulary choices</li> </ul>  |
|               | <b>KNOWLEDGE LEARNED</b>            | Linguistic knowledge<br>Orthographic knowledge<br>Syntactical knowledge<br>Knowledge of different writing purposes | Knowledge of the craft of the writer<br>Knowledge of how to write about literature<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms<br>Knowledge of subject terminology | Knowledge of the craft of the writer<br>Knowledge of how to write about literature<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms<br>Knowledge of subject terminology | Knowledge of the features of different purposes of writing<br>Knowledge of subject terminology<br>Knowledge of the features of different writing forms.<br>Knowledge of vocabulary<br>Knowledge of rhetorical devices | Knowledge of genre and different conventions<br>Knowledge of the craft of the writer<br>Knowledge of how to write about literature<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms<br>Knowledge of subject terminology | Knowledge of the craft of the writer<br>Knowledge of how to write about literature<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms<br>Knowledge of subject terminology |
|               | <b>ASSESSMENT</b>                   | <a href="#">Writing a Speech using the key features of rhetoric</a>  | <a href="#">Writing a monologue in character as Egeus or Caliban</a>   | <a href="#">Reading A comparison between the poem 'My father thought it' and 'Mother any distance.</a>   | <a href="#">Reading – Write an analysis of a charity leaflet created by the student highlighting the key rhetorical features used.</a>  | <a href="#">Reading: Passage based work on GCSE English Language</a>   | <a href="#">Year 8 exam</a>  |
| <b>Year 9</b> | <b>TOPIC</b>                        | The development of the English Language in the nineteenth century through crime                                    | Modern Play American 'A View from the Bridge'  | War Poetry   | Fiction writing   | Mice and Men   | Introduction to tragedy and the plot of Macbeth  |
|               | <b>INTENT</b>                       | 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<br>This unit also contains practical drama techniques that enhance students' knowledge of Shakespeare's craft as a dramatist.  |
|               | <b>Disciplinary knowledge Focus</b> | <ul style="list-style-type: none"> <li>Understanding of how to link ideas together in a piece of work</li> </ul>   | <ul style="list-style-type: none"> <li>Understanding of how quotations might be interpreted in different ways</li> </ul>   | <ul style="list-style-type: none"> <li>Understanding of how to compare texts</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding of how re-drafting of writing can improve sentence structure and whole text structure</li> </ul>   | <ul style="list-style-type: none"> <li>Understanding of how to write a full essay</li> </ul>   | <ul style="list-style-type: none"> <li>Understanding of how to use formal academic vocab in own writing</li> </ul>   |
|               | <b>KNOWLEDGE LEARNED</b>            | Linguistic knowledge<br>Orthographic knowledge<br>Syntactical knowledge<br>Knowledge of different writing purposes | Knowledge of the craft of the writer<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms   | Knowledge of the craft of the writer<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms   | Knowledge of the craft of the writer<br>Knowledge of the features of different forms of writing.<br>Knowledge of vocabulary<br>Knowledge of plot, character and themes  | Knowledge of the craft of the writer<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms   | Knowledge of the craft of the writer<br>Knowledge of interpretations and how to evaluate them<br>Knowledge of plot, character, themes<br>Knowledge of literary forms   |

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|  |                   |  |   |   |  |                                  |   |
|--|-------------------|--|---|---|--|----------------------------------|---|
|  |                   | Knowledge of subject terminology<br>Knowledge of literary forms                    | Knowledge of subject terminology  | Knowledge of subject terminology  |  | Knowledge of subject terminology | Knowledge of subject terminology                    |
|  | <b>ASSESSMENT</b> | <b>Reading questions based on an extract from Chapter 8 of Great Expectations.</b> | <b>Reading question on the Alfieri speech at the opening of the play.</b> | <b>Write a comparison of two war poems that present a different attitude to war</b> | <b>A piece of dystopian creative writing</b> | <b><u>Year 9 Exams</u></b>       | <b>Write a letter from Lady Macbeth to Macbeth.</b> |