

ENGLISH DEPARTMENT KEY STAGE 3 CURRICULUM OVERVIEW

The English department Key Stage 3 curriculum is designed to implement the Academy's vision of Aspiration, Independence, Resilience and Respect, in line with the OAT curriculum strategy of "Teach, Develop, Change". Our curriculum is carefully designed to fulfil these visions.

To Aspire:

The English curriculum aims to foster a love of the written and spoken word as well as a deep understanding of how language works. Through analysing the multiple meanings and purposes of language students are able to understand and critique the ways language and power are interconnected. By completing regular extended writing tasks, students are able to not just consume but create texts that communicate their own ideas imaginatively, fluently and accurately.

Be Independent

The English curriculum strives to encourage the students to become active readers and creators of meanings both inside the classroom and beyond. Creative written tasks allow students to combine the rigour of literary analysis and grammar with flair and imagination. Dialogic learning and high quality oracy tasks in the classroom allows students to be able to articulate their thoughts, as well as giving them the tools to further deepen their thinking.

Be Resilient Learners

Through modelling and explicit opportunities to reflect on feedback, students are encouraged to take ownership of the redrafting process. Our spiral curriculum means students are able to revisit and improve core skills and literary knowledge across the key stages whilst rising to the challenge of encountering a full range of texts from across the literary heritage.

Be Respectful

Encountering high quality literature enables students to enter other worlds and imagine other lives. By ensuring that our students are exposed to both the traditional literary canon, and the diverse voices that critique it, we hope to enable all our students to both see themselves reflected and to imaginatively explore other ways of being

To this end::

Pupils in Year 7 will develop a broad range of skills in reading (drama, poetry and both fiction and non-fiction prose), writing for a variety of purposes and spoken language. They will cover topics ranging from Greek and Roman mythology to the Renaissance period, with opportunities to compare texts from these contexts to their thematically-linked counterparts in the 20th and 21st centuries. This will enable pupils to appreciate how our perceptions of bygone eras are affected by the values we live by now. In addition to these early texts, pupils will study a modern novel (*Animal Farm*) and investigate the biographies and speeches of inspirational individuals through history.

Pupils in Year 8 will develop their skills of reading, writing and spoken language whilst continuing their journey through our literary heritage, covering the Romantic and Gothic literature of the nineteenth century, gaining an appreciation of how earlier periods covered the previous year shaped the cultural and social changes that defined the start of the modern era. In addition, they will develop their skills of studying a modern novel further by focusing on *A Monster Calls*, as well as developing their writing skills through a Literature of Exploration unit). We will continue to encourage students to make perceptive links between ideas in pre-1900 texts and those in more recent writings.

Pupils in Year 9 will finish their journey through our literary heritage by being immersed into the modern period, starting with the war poetry of the early twentieth century and finishing with the 21st century, including other cultures and postcolonialism, again exploring how the periods covered the previous year have shaped the ideas and values of the cultures and societies of Britain and our world today. Pupils' skills in reading, writing and spoken language will be enriched to prepare them for the rigours of GCSE the following year. What is more, our pupils will have a deep understanding of the key contextual factors underpinning every literary period, providing a firm knowledge base from which to study GCSE English Language and Literature, and even A Level.

Our vision for Key Stage 3 will fulfil the overarching aim of English in the national curriculum by promoting high standards of language and literacy, equipping pupils with a strong command of the spoken and written word, and developing their love of literature through reading for enjoyment. We will ensure that all pupils:

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

YEAR 7: MAN, MAGIC, MYTHS & FABLES		
	Half Term 1	Half Term 2
Autumn	MODERN DAY FABLES	GODS, MONSTERS & MYTHS
	<p>📖 Evaluating and interpreting 'Animal Farm' by George Orwell</p>	<p>📖 Students will use GREEK myths to inspire their own writing across a range of non-fiction genre (e.g. letters, speeches, reviews).</p>
Spring	KNIGHTS, DRAGONS & PILGRIMS	INSPIRATIONAL INDIVIDUALS Diversity
	<p>📖 Students will use a range of medieval poetry to inspire their own short story of man against monster.</p>	<p>📖 Analysing how writers of a range of different non fiction text types influence the reader.</p>
Summer	MAGIC, MYSTERY & MIRTH	CRIME FICTION Diversity
	<p>📖 Students use <i>The Tempest</i> in order to appreciate Shakespeare's world: how his plays were staged, the context of Elizabethan England.</p>	<p>📖 A selection of fictional texts (short stories) from the 18th century onwards charting the growth of the crime fiction genre.</p>

ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Autumn Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 5 to 7
<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> ● Legacy and appeal of fables and fairy tales - selection of short stories (e.g. Aesop) ● Understanding and exploration of writer’s background, what inspired him and socio-political influences ● Studying plot and characterisation ● Understanding allegory and why this form has been used. 	<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> ● Identifying how language affects meaning ● Evaluation of writer’s purpose and awareness of context for writing ● Love of reading for pleasure ● Studying plot and characterisation ● Examining author in detail (George Orwell).
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● This unit provides the foundational knowledge of myths and fables as a genre, which is developed throughout Year 7, comparing and exploring how the form is shown through key themes of magic, mystery and varying eras of mankind. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Developing opinion on significance of text in relation to historical and social context ● Independently forming written exploration of role of fable and purpose of this form’s conventions
Autumn Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> ● Greek myths of Prometheus and Pandora; Phaeton, Midas and Pygmalion; Venus and Adonis, Echo and Narcissus, Minerva and Niobe; Perseus and Medusa. ● Writing to advise, writing to explain, writing to recount. 	<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> ● Greek myths: monsters such as Pegasus, Giants, Griffin; Hercules, Theseus, Daedalus, Orpheus and Eurydice, Trojan War and The Fall of Troy, Odysseus and The Cyclops ● Writing to Inform, Writing to instruct, Writing to Persuade, Writing to Argue.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● There will be historical links to the role of gods versus man within Greek history. ● Links to Greek tragedy later studied in drama. ● Building on KS2 Curriculum with Greek Mythology, we will develop learning around ideas, themes and significance of myths beyond just understanding and identification. ● 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Wider reading of <i>The Odyssey</i> to support with cross-textual links and comparison ● Developing opinions on significance of texts in relation to historical and social contexts ● Written analysis of challenging literary methods used throughout the choice of texts.

ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Spring Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 4 to 6
<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> ● Identifying writers’ purposes and opinions within non-fiction texts ● Analyses of viewpoints through understanding of various methods used by writers 	<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> ● Students writing at length, drafting and re-drafting their work to form and express their own opinions ● Conscious crafting for audience and purpose ● Developing speaking and listening skills through presentations
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Reference will be made to all previous units around the themes of inspiration, courage and strength of character, as all prior topics cover these themes. ● Students will be exposed to both historical and modern-day extracts, encouraging commonalities to be identified within individuals examined - regardless of time period or context. ● DIVERSITY: Through the inclusion of key individuals, particularly historical and political, racial and religious diversity is integral to understanding this topic. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Evaluating effectiveness of methods used within sources to demonstrate writers’ opinions ● Planning, crafting and editing written responses through the practice of self-assessment and reflection in written approaches
Spring Half Term 2	
Block 3 – Weeks 7 to 9	Block 4 – Weeks 10 to 11
<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> ● Analysis of how language has evolved over time ● Beowulf, Death of King Arthur, The Gawain Poet ● Creation and description of character and setting ● Speech Punctuation 	<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> ● The Canterbury Tales and the Ramayana ● Verbs, Similes, Metaphors, Structure of Paragraphs for impact
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● This unit will draw on their study of medieval England in history earlier in Year 7 ● The depiction of monsters from Greek mythology will further be developed. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Cross-textual links being made between medieval and modern-day poetry, exploring how societal changes influence language ● Investigating validity of opinions around poetry and forming independent judgments from a range of sources. ●

ORMISTON RIVERS ACADEMY – KEY STAGE 3 ENGLISH OVERVIEW

Summer Half Term 1	
Block 1 – Weeks 1 to 4	Block 2 – Weeks 5 to 7
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Study of Shakespeare in depth, including character profiles, conventions of comedy and literary features of the Elizabethan era ● Understanding of context and audience awareness will be developed ● Understanding and focus on characterisation, plot, themes and narrative. 	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Analysis of text based around what/how/why writing frame - broadening students' skills of analysis ● Ability to develop argumentative ideas in response to the text ● Exploration of the significance of comedic features within a play.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Building on Shakespeare studied during KS2 curriculum, including knowledge of the playwright, with a focus on conventions of the genre (comedy) and analyses of effects on audiences ● Students will develop knowledge about and skills for approaching Shakespeare, particularly the significance of context and genre will be developed in preparation for KS4. ● DIVERSITY: The treatment of Caliban in 'The Tempest' is an excellent opportunity to branch out to the themes of slavery and racial segregation, for which there are many examples of non-fiction modern texts. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Beginning to consider contextual significance – why has Shakespeare highlighted these ideas, themes, events through the use of drama? Focusing more on the text as a construct for a purpose ● Identifying patterns and features highlighted across the play as a whole, including debating and expressing opinions on Shakespeare's viewpoint on key topics within play.
Summer Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Drawing on knowledge of literary and rhetorical devices from reading crime fiction from the 18th to 20th centuries ● Independent analysis with single-word focus and selecting terminology to support analysis ● Retrieval and analysis of relevant evidence throughout texts. 	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Understanding of and exposure to a variety of crime fiction conventions ● Understanding explicit and implicit meanings linked to context ● Developing skills of inference and deduction ● Making comparisons across texts.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Students will build on their work from the 'Animal Farm' unit by considering different prose texts and analysing writers' uses of language, structure and form. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Selection of texts given, encouraging more able students to compare ideas, methods and audience across texts

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| <ul style="list-style-type: none">• This unit will prepare students for the rigours of essay-writing about fiction, both in Years 8 and 9 then, eventually, for GCSE.• DIVERSITY: The various forms of crime encountered in these fictional pieces will enable students to develop their SMSC skills, especially Social and Moral aspects behind why crimes are committed and the laws that exist in modern society to manage them. | <ul style="list-style-type: none">• Challenging students to incorporate both language and literature-focused analysis across their learning• Speaking and listening opportunities will be encouraged to develop students' opinions on texts, through justification verbally and crafting the power of spoken argument. |
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YEAR 8: HEROES, VILLAINS, UPRISINGS & AMBITIONS

	Half Term 1	Half Term 2
Autumn	CONFLICT Diversity	EXPLORATION LITERATURE Diversity
	<p>🔍 A study of the full novel, <i>A Monster Calls</i>, introducing students to ideas of conflict, family and identity. Students will analyse how language and structure create character.</p>	<p>🔍 Using classic travel writing and descriptive texts as impetus for their own non-fiction writing</p>
Spring	COMEDY Diversity	THE GOTHIC
	<p>🔍 Analysing how language is used to explore social issues such as the position of women</p>	<p>🔍 Interpreting and evaluating how the gothic genre developed during the nineteenth century.</p>
Summer	REBELS AND ROMANTICS Diversity	AMBITION Diversity
	<p>Exploring poetic devices and Romantic context.</p>	<p>🔍 A Study of Volume 1 of Charles Dickens' 'Great Expectations' in order to create their own Bildungsroman.</p>

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Autumn Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 5 to 7
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Detailed study of a whole text and author in detail, particularly within a given time period ● Summarising ideas and arguments, beginning to synthesise where possible ● Promoting a love of reading and reading independently for pleasure. 	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Conventions of writing for different purposes and forms ● Applying forms within narrative genre, to compare against non-fiction texts ● Exploring the significance of conflict in literature ● Exploring purpose within fictional narratives.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Students will build on the previous novel in Year 7, focusing on ideas of monsters and fairy tales and learning challenging new themes of friendship, family, grief and inner conflict. ● This text will introduce students to upcoming units surrounding the central themes of identity, heroes and villains throughout Year 8 and beyond, e.g. postcolonial identities explored in Year 9. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Developing perceptive, judicious opinions on the significance of the text, considering multiple factors such as historical and modern societal influences ● Forming independent written explorations of the role of fiction and the art of storytelling – utilising various examples across set time periods ● Discussion around typicality and conventions of modern day “fairy tales” ● Justifying opinions cogently through judicious textual references.
Autumn Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Writing a Review ● Travel Writers – Bill Bryson and Michael Palin ● Letters ● Mallory 	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Complaint Letters ● Description of Place – imagery, sensory language, narrative. ● Swift’s Gullivers Travels, Robinson Crusoe
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Draws on knowledge from Y7 creative writing. ● Links to Geography. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Stretching materials – e.g. Vikram Seth A Suitable Boy

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Spring Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 4 to 6
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Acts 1-2 ● Study of Shakespeare in depth - character profile, conventions of his work and features of Elizabethan era ● Context and audience awareness will be analysed, particularly building on students' learning of the writer's purpose ● Understanding and focus on staging, lighting, speech, dramatic conventions. 	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Acts 3-5 ● Exploring features of Shakespearean comedy ● Social context of Elizabethan England; position of women, views of marriage and illegitimacy.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Students will focus on one Shakespeare play to strengthen contextual awareness and skills in analysis of language, genre, and structure of 16th century drama, building on previous learning of Shakespeare in Year 7. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Developing ideas around authorial intent – why has Shakespeare highlighted these ideas, themes, events through the use of drama? Focusing more on text as a conscious construct ● Identifying and analysing patterns and features highlighted across the play as a whole, expressing perceptive opinions on Shakespeare's viewpoint on key topics across at least two of his plays cogently.
Spring Half Term 2	
Block 3 – Weeks 7 to 9	Block 4 – Weeks 10 to 11
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Studying characterisation and use of setting ● Identifying the effects of narratives on different readers ● Commenting on comparisons between Gothic texts from different time periods ● Evaluating the effectiveness of conventions within the Gothic genre. 	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Using Spoken English confidently ● Considering differences between spoken and written English ● Participating in formal debates and structured discussions.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Following the previous century of Revolutionaries, The Gothic identifies how individuals became fascinated with darkness, danger, death and horror. Students will have previously started to contrast and compare texts from different time periods, which will continue within this unit. ● Continue to develop confidence in identifying patterns, motifs and ideas within conventions of the Gothic genre. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Deeper learning through extended project-based tasks on key writers being studied, strengthening knowledge of the role and influence of a writer within this time period ● Justifying opinions on the importance of contextual influences, in relation to modern day Gothic texts with an exploration of similarities and differences ● Thoughtful analysis of judicious literary methods used, independently sourced throughout the choice of texts.

ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Summer Half Term 1	
Block 1 – Weeks 1 to 4	Block 2 – Weeks 5 to 7
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Identifying areas of controversy within Romantic poems ● Analysing how poets use language, imagery and structure to express their opinions ● Awareness of contextual topics of feminism, censorship and religion ● Development of ideas on poets’ intentions and alternative reader responses. 	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Identifying poetic techniques independently ● Introduction and awareness of semantic fields and their connotations ● Independent use of What, How, Why approach to develop analysis.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Unit 3 in Year 7 introduced students to poetry and this poetry-focused unit will develop these skills of poetic analysis with more challenging texts set in the late 18th/early 19th centuries. ● Students will finish the year with continued reference to underlying themes of identity, conflict and rebellion, alongside introducing students to more challenging themes that will be developed in Year 9 with feminism, anti-patriarchy and atheism. ● DIVERSITY: Poetry from women and the theme of gender struggle in a man's world will be explored. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Encouraging more able students to compare ideas, methods and purposes between a more challenging selection of poems ● Challenging students to start to consider more complex structural techniques, poetic metre and form ● Speaking and listening opportunities encouraging students to develop cogent opinions on texts, through powerful crafting of spoken argument.
Summer Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Chapters 1-8 of Great Expectations. ● Dickens’ life and Victorian England, crime and punishment, poverty ● Characterisation of Pip, Magwitch, Joe and Mrs Joe; Setting; Dickensian complex sentences. ● Features of a Bildungsroman ● 1st Person Narrative voice 	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Chapters 10-19 of Great Expectations ● Position of women in Victorian England. ● The use of the Gothic in the presentation of Ms Havisham and Estella ● Autobiographical nostalgic writing style.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Focus on opening chapters and creation of narrative voice. Only read Volume 1 key chapters (able to watch film for ending/ completion of plot). ● Crucial for GCSE – Dickens key author. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● 1st person retrospective narrator impact ● Encouraged to read the rest of the novel

YEAR 9: EMPIRES, WORLDS, IDENTITIES & JUSTICE			
		Half Term 1	Half Term 2
Autumn	CLASHES & COLLISIONS	Diversity	CRIME & PUNISHMENT
	<p>☐ Students will compare how World War I and other 20th century conflicts have been presented in a range of poems and non-fiction texts.</p>		<p>☐ A whole-text study of a modern play: <i>The Crucible</i> by Arthur Miller (1953).</p>
Spring	SCIENCE FICTION and DYSTOPIA	Diversity	COMEDY/ TRAGEDY
	<p>☐ Students will explore a range of science fiction and dystopian extracts in order to inspire their own short stories.</p>		<p>☐ Current Year 9s: Much Ado About Nothing</p> <p>☐ Current Year 8s: Macbeth</p> <p>☐ Exploring the literary context of comedy/ tragedy and how Shakespeare uses them to present character.</p>
Summer	VOICES OF FREEDOM	Diversity	ENTRAPMENT
	<p>☐ A unit focused on late 20th and early 21st century poetry, fiction and non-fiction exploring postcolonialism, expressions of freedom</p>		<p>☐ Students to study John Steinbeck 'Of Mice and Men' or Zora Neale Huston's 'And Their Eyes Were Watching God' and explore how characters are entrapped by society.</p>

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Autumn Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 5 to 7
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Explore how figurative language presents meaning in a war context. ● Evaluate the impact of techniques chosen by the speaker. ● Reading a range of non-fiction and fiction from contemporary sources. 	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Writing independently and effectively at length for pre-specified effects ● Crafting and developing short speeches to express prescribed and independent opinions ● Applying prior learning of vocabulary, grammar and structure to writing.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● References will be made to Unit 3, Year 8, strengthening and embedding non-fiction reading and writing skills. ● Progressively, focus will be on more modern texts surrounding the 20th and 21st century and key themes intertwined throughout fiction extracts surrounding power, war, conflict, clashes and collisions. This will prepare students for studying both Anthology and unseen poetry in KS4. ● DIVERSITY: A number of war texts address the issue of physical and mental disability (e.g. Barker’s <i>Regeneration</i> and PTSD in Armitage’s ‘Manhunt’), which can be used to raise awareness about people living with disabilities in general. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Evaluating reliability of methods used within sources to demonstrate writers’ opinions and analysing their effects on readers from different standpoints ● Planning, crafting and editing written responses, through developed awareness of given purpose and audience, applying self-assessment and reflection on methods ● Adapting written responses to purposefully reflect audience, form and purpose, reproducing independent pieces for different contexts. ● Analysing patterns within extracts/poems to select commonality of themes, ideas and methods within given genres.
Autumn Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Exploring dramatic structures and character arcs ● Understanding and awareness of audience and context ● Study of whole text and in-depth analysis of the playwright ● Discussions of text with precise and confident use of literary terminology. 	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Performing play scripts including a range of dramatic devices ● Paying attention and utilising new vocabulary in written analysis ● Analysis of how the text promotes the writer’s viewpoint.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● References will be made to skills and learning in Unit 5, Year 8 modern drama. However, there will be greater focus on personal opinion and justification with reference to <i>The Crucible</i>, integrating the context of play and key themes of justice and punishment. ● Students will begin to consider themes of guilt, deceit and class systems, and representations of these in modern drama, in preparation for <i>An Inspector Calls</i> in KS4. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Exploration of challenging political and social contextual factors and how these are presented through <i>The Crucible</i> ● Strengthening ideas around dramatic conventions, comparing the effectiveness of Miller’s choices to Russell’s (from Year 8), evaluating their impact on different audiences ● Analytical comparison of theatrical and dramatic conventions across the ages.

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Spring Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 4 to 6
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Extracts from War of the Worlds and other science fiction writers. ● Conventions of science fiction ● Structure of story – Freitag.s 	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Identifying and detecting conventions of the Dystopian genre ● Exploration around origins of Dystopian fiction, links to the post-WW2 historical context, linked to prior learning in Unit 1 - Year 8 (<i>A Monster Calls</i>) ● Building on prior knowledge of features of utopia in Greek Mythology (Year 7) and exploring how features of dystopia contrast with this.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Following on from Year 8, this continuation of ‘literature across time’ will enable students to identify how Victorian prose reflects societal and political issues. Key themes explored will include class systems, the industrial revolution, scientific discoveries and a changing world for Britain. ● Learning about origins and conventions of Dystopian will support opportunities for cultural capital around wider societal issues, providing greater challenge, as concepts of societal struggle and freedom is a large focus in KS5. ● 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Analysis and confident understanding of subtle societal and political issues embedded within text ● Original, perceptive ideas on the role of fiction and the art of storytelling within Victorian era to be encouraged, as well as detailed links to generic conventions ● Considering the typicality of the key text in comparison to wider Victorian literature (i.e. Dickens) in preparation for the KS4 19th century novel ● Justifying opinions through judicious referencing and cogent argument.
Spring Half Term 2	
Block 3 – Weeks 7 to 9	Block 4 – Weeks 10 to 11
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Context – attitudes towards marriage, position of women, masculinity. ● Understanding of blank verse, prose, rhyme, iambic pentameter.. 	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> ● Analysis of text based around what/how/why writing frame - evaluating thematic ideas within comedy ● Exploring features of Shakespearean comedy ●
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Students will focus on one Shakespeare play to strengthen contextual awareness and skills in analysis of language, genre, and structure of 16th century drama, building on previous learning of Shakespeare in Year 7. ● <i>Macbeth</i> will challenge students to consider more sophisticated themes, characters and events, introducing students to conventions of a tragedy and tragic hero (leading into the study of <i>Hamlet</i> in Year 9 and <i>Romeo and Juliet</i> for KS4). 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Developing ideas around authorial intent – why has Shakespeare highlighted these ideas, themes, events through the use of drama? Focusing more on text as a conscious construct ● Identifying and analysing patterns and features highlighted across the play as a whole, expressing perceptive opinions on Shakespeare’s viewpoint on key topics across at least two of his plays cogently.

ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Summer Half Term 1	
Block 1 – Weeks 1 to 4	Block 2 – Weeks 5 to 7
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Drawing and implementing knowledge of literary and poetic devices in the most recent poetry, fiction and non-fiction texts ● Analysing text-level structure for effect ● Recognising and expressing opinions on poetic conventions. 	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Exploring purpose in non-fiction extracts addressing issues of identity ● Developing independent responses on how writing reflects purpose intended ● Participating in debates, including group presentations ● Redrafting and amending structure of written arguments and exploration.
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Students will be finishing the KS3 curriculum with present-day poetry, fiction and non-fiction to prepare key reading and writing skills for GCSE English Language Paper 2 and GCSE English Literature Paper 2, particularly Anthology and unseen poetry. ● Focus on speaking and listening, in particular debates and group presentations will broaden SMSC and links to cultural capital. Students will be encouraged to express personal and critical opinions about the issues addressed throughout this final unit. ● DIVERSITY: This 21st century/postmodern/postcolonial unit is perfect for the theme of diversity, especially looking at works from other races who have been freed from the shackles of British imperialism. 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Independent wider reading, encouraging further selection of texts in this postmodern and postcolonial period ● Challenging students to identify and analyse more complex structural techniques, with clear reasoning around effects on different readers ● Speaking and listening opportunities will be encouraged to develop students’ opinions on texts, through verbal justification and powerful crafting of spoken argument.
Summer Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Chapters 1-3 of Of Mice and Men ● Historical Context – The Great Depression, position of women, class, attitudes towards disability, racism in America. ● Foreshadowing, setting, dialogue 	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> ● Chapter 4-6 of Of Mice and Men ● Attitudes towards race in America, particularly its recent reception and use of racist language. ● How sympathy is created for the characters in the novel ● Circular structures and narrative distance
<p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> ● Students will be finishing the KS3 curriculum with an American classic: a novel that challenges them to explore attitudes to the other and the cruelty of a capitalist society to those different than them. ● = 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> ● Wider reading – Grapes of Wrath, To Kill A Mocking Bird ● Narrative Voice

