



KS3 Curriculum 2020-2021

Components of English Language & English Literature				'Core' knowledge	'Hinterland' knowledge
				Essential knowledge needed to be successful.	What do students <i>do</i> with this knowledge?
Term 1	Year 7	Year 8	Year 9		
Autumn 1 September – October 7 weeks	Baseline Assessment – Language Writing Task Novel <i>Animal Farm</i>	Dystopian Fiction <i>Hunger Games</i>	Shakespeare <i>Merchant of Venice</i> Acts 1-3 inclusive.	Understanding and analysis of language and structure of texts. Identifying themes and contexts of a text. Year 7 will engage with an allegorical text, understanding how to link contextual events to texts.	Year 7 will develop their understanding of how wider context can inform interpretations of language and structure. In Aut2, the understanding of Armistice Day and events of WW1 builds knowledge of the country's social history.
Autumn 2 November – December 7 weeks	Poetry World War 1	Dystopian Fiction <i>Hunger Games</i>	Shakespeare <i>Merchant of Venice</i> Acts 4&5.	Year 8 will identify key poetic devices (e.g. enjambment, caesura, end stop, etc...) and structures (elegy, monologue, sonnet), analysing how and why they are used. Students engage in challenging literary genres, applying genre tropes to the meaning of the text. They will develop their analytical skills, track thematic developments and use a range of rhetorical techniques to write persuasively.	Year 8 will explore the flexibility of a first- person narrative, and gain an understanding of different styles of government, building on similar themes explored in the year 7 novel. Year 9 will explore the social structures of 16 th century Italy and Britain to compare with contemporary issues: racial prejudice and justice. Contextual knowledge of Shakespeare is built upon from previous study at KS2, and throughout the KS3 programme.



KS3 Curriculum 2020-2021

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Term 2	Year 7	Year 8	Year 9		
Spring 1 <i>January – February</i> 6 weeks	Literary Non-Fiction <i>Powerful Voices</i>	Modern Poetry Relationships & Other Cultures	Literary Non-Fiction Based on several themes, including 'dangerous situations' and travel, and texts range between 19th century and 20th century texts.	Year 7 and 9 will explore language and structural features of a variety of non-fiction texts, written for a range of purposes. Year 9 incorporates a greater focus on comparison and evaluation. Students will identify and evaluate rhetorical devices, use models to produce their own non-fiction texts, with year 9 moving to argue from a specific perspective.	In year 7, students develop transactional knowledge of non-fiction structures from prior learning. They will develop a thorough understanding of contemporary issues, including climate change. In Spr2, they gain knowledge of Dickensian England which will inform future learning of Victorian writers, developing their culture capital.
Spring 2 <i>March – April</i> 5 weeks	19th Century Literature: Dickens and co. 19th Century Literature: Key Extracts- thematically linked.	19/20th Century Literature Short Stories of DH Lawrence	Literary Non-Fiction Decolonised Literature - <i>Giving a Voice to The Voiceless</i>	Year 8 builds on understanding and analysis of poetic and structural techniques (e.g. extended metaphors, symbolism, and semantic/lexical fields). In Spr2, students develop their understanding of the gothic genre, using context to develop	Year 8 builds upon their knowledge of poetic and linguistic structures, analysing effect and forming individual interpretations. In Spr2, they draw on their knowledge of the gothic to explore, analyse and evaluate the short stories.



KS3 Curriculum 2020-2021

				analysis of language and structure, including features of the short story.	Year 9 students explore different perspectives of the world. The knowledge of the Great Depression and poverty will draw into their viewpoint on current social problems of the 21 st century. In Spr2 they will gain an insight into issues related to slavery, colonisation and the fight for independence.
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Term 3	Year 7	Year 8	Year 9		
Summer 1 <i>April – May</i> 7 weeks	Shakespeare <i>Much Ado About Nothing</i>	Shakespeare <i>The Tempest</i>	Contemporary Novel <i>Woman in Black</i>	An exploratory and analytical approach to a writer's language and structural choices to create and develop themes across different forms of writing is a foci here.	Key knowledge of Shakespeare informs historical and cultural understanding of the 16 th and 17 th century. Year 7, consider the patriarchal society and courtship of the Elizabethan and Jacobean periods. Year 8 considers the wider perspective of the play in regards to travel literature of the 16 th century and colonial, and post-colonial, attitudes towards discoveries.
Summer 2 <i>June – July</i> 6 weeks	Gothic Literature <i>Dracula Play Script</i>	20th Century Drama <i>Blood Brothers</i>	Poetry GCSE AQA Anthology	Year 7 develop a comprehensive understanding of language and events in a Shakespearean play, with Year 8 progressing to analysis of how Shakespeare embeds contextual themes and	Year 9 students bring their prior knowledge of the



KS3 Curriculum 2020-2021

				<p>ideas to express attitudes and ideas.</p> <p>Year 9 extend their knowledge of the gothic genre, analysing language, structure, theme and authorial intentions, further underpinning their exploration of poetry. A range of poems are analysed for language and structure, evaluating and comparing themes, contexts and ideas between poems.</p> <p>For year 7 and 8, their analysis of language will be applied to a playscript, developing their understanding of form conventions. Here, year 7 begin their understanding of the gothic genre, developed throughout the curriculum.</p>	<p>gothic, analysing the text in more detail, particularly focusing on extract analysis. Study of the anthology provides contextual links to Northern Irish troubles, Crimean War, First World War, Japanese kamikaze pilots and Romanticism. They will consider experiences of soldiers in contemporary wars and the effects this has on soldiers and their families, linking to post-traumatic stress disorder and grief. Furthermore, the students will consider the use of power of individuals, such as dictators, and nations, through colonialism and wars, to reflect on their own position on these issues.</p>
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