

Year 7 – 3 lessons				
Term	Content Order rationale	Intent Skills obtained	Value How does the scheme contribute to our broad and balanced curriculum?	Links to other key stages How are the skills built on?
Autumn 1	<p>Animals non-fiction</p> <ul style="list-style-type: none"> Students learn the language (including specific techniques) and presentational features of a range of non-fiction writing. Students adapt their language and style in order to write for different purposes and audiences. They will write to advise, inform, persuade and appeal. Students work in groups to present a charity appeal to the class. <p>Order rationale: This is a challenging scheme and shows Year 7 students what they can expect from English lessons at Secondary school. There is an element of fun and creativity for students struggling with the transition from primary to secondary and higher ability students will feel challenged applying the techniques in their own writing. The presentation task helps to build their confidence in speaking and listening tasks and prepares them for similar future tasks.</p> <p>Assessment: Writing assessment:</p>	<p>Students will:</p> <ul style="list-style-type: none"> adapt their language and style in and for a range of contexts, purposes and audiences take part in a formal presentation/learn to speak confidently and effectively know how language, vocabulary choice, grammar, text structure and organisational features, presents meaning apply their knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended. 	<p>Students develop knowledge of endangered species and the reasons for why they are endangered.</p> <p>Students research the arguments for and against vegetarianism.</p> <p>The skills learnt are transferable to the workplace.</p>	<p>The skills learnt here are built on in the Year 8 Travel Writing scheme. A signposting task will be used at the beginning of Travel Writing to gather how much knowledge has been retained from Year 7.</p> <p>In Year 9, the Changing Hearts and Minds and Language Skills schemes will further build on students' knowledge and prepare them for GCSE.</p> <p>The Communicating Information and Ideas module at GCSE requires students to have a firm grasp of a range of different styles of non-fiction writing. The KS3 curriculum prepares them for this.</p>

	<p>Write a newspaper article using the features discussed and learnt in the lessons.</p> <p>Students will pick from a range of newspaper headlines (with an animal theme) and write the article for the headline.</p> <p>In the GCSE English Language paper 'Communicating information and ideas' students are required to write in a range of non-fiction styles, including informatively.</p>			
Autumn 2	<p>Echo Mountain by Lauren Wolk Class novel</p> <p>Students will read a whole class novel and complete activities to develop their knowledge and understanding of key events and characters in the story.</p> <p>Order rationale: The Animals scheme has a non-fiction focus with mainly writing activities. This scheme provides variation as it helps to develop students' reading and analytical skills.</p> <p>Assessment: Reading assessment: How does the writer show that...? Students read an extract from the novel and answer the question with a character focus. They are assessed on:</p> <ul style="list-style-type: none"> how well they use evidence from the text to support their points 	<p>Students will:</p> <ul style="list-style-type: none"> read a whole novel in depth; reading for pleasure and information. read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. acquire a wide vocabulary. make inferences and refer to evidence in the text. use discussion in order to learn, elaborating and explaining clearly their understanding and ideas. know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension. study setting, plot, and characterisation, and the effects of these. 	Students learn about the Great Depression.	<p>Echo Mountain is a suitable Year 7 novel because its protagonist is young and relatable, the plot and structure are challenging but engaging and the poetic and lyrical style can be critically analysed. The Great Depression setting is also likely to be new to them and lends itself to class discussion and context activities. Furthermore, it was shortlisted for the CILIP Carnegie Medal 2021.</p> <p>Students read a class novel in Year 8 and 9 but the texts are more complex in terms of plot, character, context and language.</p> <p>The KS3 curriculum prepares students for GCSE because they are expected to read whole novels in depth and to use similar skills, such as inferring,</p>

	<ul style="list-style-type: none"> • how well they analyse language, including individual words and figurative language • their understanding of the extract. • their understanding of how the main character develops and changes • their understanding of how the writer makes the reader feel <p>Lower ability students will only comment on and analyse the extract. Higher ability students will refer to their knowledge of the novel as a whole.</p> <p>When students study a novel in Year 8, they will be expected to bring in their knowledge of the novel as a whole. In Year 7, the assessment is more accessible to all as they only have to read and understand the extract in the assessment.</p>			using evidence and analysing language and structure.
Spring 1	<p>The Art of Rhetoric Spoken English competition</p> <ul style="list-style-type: none"> • The Art of Rhetoric helps students learn the rhetorical skills associated with speech and persuasive writing. They will also be introduced to the effects of emotive language and bias and how to utilise them in their own writing. • Years 7 and 8 compete in the Spoken English competition. Students learn a poem which they recite to their class. Successful 	<p>Students will:</p> <ul style="list-style-type: none"> • use Standard English confidently in their own writing and speech • give short speeches and presentations, expressing their own ideas and keeping to the point • participate in formal debates and structured discussions, summarising and/or building on what has been said • improvise, rehearse and perform poetry 	<p>Students read and watch a range of important historical speeches and develop their knowledge of important events throughout history.</p> <p>They will read lots of poems from our literary heritage.</p>	<p>Signposting and spaced retrieval activities will be used to assess prior learning (persuasive language features were learnt in the Animals non-fiction scheme).</p> <p>In Year 9, the Changing Hearts and Minds scheme further builds on their knowledge of rhetoric. A signposting task will be used at the beginning of the scheme to gather how much knowledge has been retained from Year 7.</p>

	<p>students will progress further through the school competition.</p> <p>Order rationale:</p> <ul style="list-style-type: none"> To provide variation. This is a Spoken English scheme whereas the first two focused heavily on writing and reading. It is also important to allow students time to build their confidence speaking and presenting in front of their peers. Learning how to speak confidently and effectively neatly links with the Spoken English competition and enables students to use the skills learnt when presenting their poem. <p>Speaking and listening assessment: Students will be given a pass, merit or distinction for the quality of their poem recital.</p> <p>Assessment: Writing assessment: Students will write a persuasive speech using rhetorical devices studied. In the GCSE English Language paper 'Communicating information and ideas' students are required to write in a range of non-fiction styles, including persuasively.</p>	<ul style="list-style-type: none"> discuss language use and meaning, using intonation, tone, volume, mood, silence, stillness and action to add impact read a range of high-quality poems, both pre-1914 and contemporary. write notes and polished scripts for talks and presentations including arguments. amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 		<p>The KS3 curriculum prepares students for the Spoken Language component at GCSE.</p>
Spring 2	<p>Poems inspired by...</p> <p>This scheme is structured to allow students to read a range of poetry in</p>	<p>Students will:</p> <ul style="list-style-type: none"> make inferences and refer to evidence in the text 	<p>Students will read a range of world literature poets.</p>	<p>Students' knowledge of poetic conventions and how they are used will be built on in Year 8. A signposting task will be used at</p>

	<p>depth; reading for pleasure and information. It teaches students a range of poetic techniques, forms and structures and introduces students to world literature.</p> <p>Order rationale: This follows the Spoken English competition in which students consider how to read a poem aloud effectively. This scheme takes their learning further by expecting students to critically analyse poems and to write their own using the poetic conventions and organisational features they have seen in the poems studied.</p> <p>Assessment: Reading assessment: Students read an unseen poem and analyse the features used. They will discuss what the poet is inspired by and how it has influenced the language and structure of the poem. Students will draw on their knowledge of poetic conventions and structural techniques to analyse the effect of the poem on the reader.</p> <p>In the GCSE English Literature paper 'Exploring poetry and Shakespeare' students are required to analyse an unseen poem.</p>	<ul style="list-style-type: none"> • know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognise a range of poetic conventions and understand how these have been used • write poetry and other imaginative writing • draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing to achieve particular effects 	<p>Famous paintings will be used to inspire their writing, such as Moniza Alvi's 'I Would Like to be a Dot in a Painting'. This builds on their cultural capital. Students will learn about Maya Angelou and racial segregation in America.</p> <p>Research into underrepresented historical figures, such as Toussaint L'Overture, Nanny de Maroon, Shaka, The Carib, The Arawaks and Mary Seacole encourages students to question the nature of education and why certain things are taught and some are not.</p> <p>Discussion about the Hong Kong protests encourages students to engage with modern politics.</p>	<p>the beginning of the Year 8 Conflict Poetry scheme to gather how much has been retained from Year 7.</p> <p>In Year 9, Poetry from Around the World further builds on the students' knowledge of how poems are written and how purpose, audience and context effects their meaning.</p> <p>At GCSE, students read a range of poems from the Conflict poetry anthology. The KS3 curriculum prepares them for reading and analysing a range of poems with different styles, structures and language techniques.</p>
Summer 1	<p>Life Experiences Students will read and analyse a range of fiction and non-fiction texts as inspiration for their own writing. The</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read a wide range of fiction and non-fiction, including short 	<p>Students will read a range of world literature texts.</p>	<p>This scheme prepares them for the Year 9 Language Skills scheme which also requires students to read and analyse a</p>

	<p>aim is for students to read about the experiences of others that are different to their own. The Weight of Water by Sarah Crossan is one of the texts we will use.</p> <p>Order rationale: The past two schemes have mainly focused on poetry and spoken English so in order to achieve curriculum variation, this scheme teaches reading and writing skills associated with a range of fiction and non-fiction texts. The content is also more complex as the texts will be longer than the non-fiction texts used in the Animals scheme and students will be expected to read literary non-fiction which they have not read before.</p> <p>Assessment: Reading assessment: Students will read an unseen fiction extract and analyse how the language, vocabulary, grammar, text structure and organisational features presents meaning. Students will explore how the writer's life experiences influence their writing.</p> <p>In the GCSE English Language paper 'Exploring effects and impact' students are required to read unseen fiction texts and analyse how the writer uses language and structure to create effects.</p>	<p>stories, with a wide coverage of genres, historical periods, forms and authors</p> <ul style="list-style-type: none"> • make inferences and refer to evidence in the text • know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • write for a wide range of purposes and audiences, considering how their writing reflects the audiences and purposes for which it was intended 	<p>The Weight of Water by Sarah Crossan encourages students to consider the feelings of the Polish protagonist as she moves to England and attempts to assimilate. The book is also written in verse which makes it interesting to study.</p>	<p>range of fiction and non-fiction texts, however, the texts in Year 9 are more complex and students are expected to use higher-order skills to compare and evaluate.</p> <p>Both the Communicating Information and Ideas and the Exploring Effects and Impact modules on the GCSE English Language course require students to have a firm understanding of a range of different styles of fiction and non-fiction writing. The KS3 curriculum prepares them for the content of the modules and for reading texts of considerable length.</p>
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<p>Summer 2</p>	<p>A Midsummer Night's Dream</p> <p>Students read a Shakespeare play with a focus on the conventions of a Shakespearean comedy and characterisation.</p> <p>They:</p> <ul style="list-style-type: none"> • discuss characters and write and perform in role. • explore key themes and discuss the events • predict and summarise the plot • write in a variety of styles to develop understanding • analyse language • discuss set design <p>Order rationale:</p> <p>Reading Shakespeare can be quite daunting for young students and so it makes sense to teach something complex at the end of the year when students are more mature and have had practise developing their reading and writing skills. It also prepares them for more challenging Year 8 schemes.</p> <p>Assessment:</p> <p>Writing assessment:</p> <p>Write Puck's blog in which he reflects on different characters and events in the play (Where possible use some Shakespearean language connected with Puck in the script)</p> <p>This assessment suitably assesses the student's knowledge of character because they will ideally project the</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Select quotations and analyse and respond sensitively to language / writing in different styles • Make clear notes on the play • Develop note making skills e.g. spider diagrams / lists etc. • Write creatively – verse / blogs • have read and appreciated some writing by Shakespeare; • have understood and have a secure knowledge of the events, characters and key themes of the play • have analysed some of the language and dramatic effects in the play. • improvise, rehearse and perform play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact • use Standard English confidently in a range of formal and informal contexts, including classroom discussion • understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play 	<p>Shakespeare is part of our literary heritage. This might be the first time students have read a full Shakespeare play, rather than extracts or an abridged version at primary school.</p>	<p>The Year 8 History of Literature scheme includes a lesson on Henry V. This will build on their knowledge of Shakespeare but introduces them to the history play genre. The content, vocabulary and characterisation are more complex.</p> <p>In Year 9, students study Macbeth but the focus is on language analysis and character development. They will also learn about the influence of historical context. Their assessment is a reading one that is more challenging and requires them to learn quotations and revise for the test.</p> <p>At GCSE, students study Romeo and Juliet. The KS3 curriculum prepares them for reading and analysing a Shakespeare play.</p>
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	<p>voice of Puck through their writing. They will also be assessed on their use of figurative language to convey emotion.</p> <p>As this is the first time they have read and studied a full Shakespeare play, a creative writing assessment is more accessible than a reading assessment (which they do in Year 9).</p>			
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Year 8 – 4 lessons				
Term	Content Order rationale	Intent Skills obtained	Value How does the scheme contribute to our broad and balanced curriculum?	Links to other key stages How are the skills built on?
Autumn 1	<p>The Boy at the Top of the Mountain by John Boyne Class novel</p> <p>Students will read a whole class novel and complete activities to develop their knowledge and understanding of key events, themes, and characters in the story.</p> <p>Involves the following:</p> <ul style="list-style-type: none"> context research vocabulary development charting character development language analysis making inferences and predictions analysing structure (foreshadowing, pivotal moments, important structural events, flashbacks) 	<p>Students will:</p> <ul style="list-style-type: none"> read a whole novel in depth; reading for pleasure and information. read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. acquire a wide vocabulary. make inferences and refer to evidence in the text. use discussion in order to learn, elaborating and explaining clearly their understanding and ideas. know the purpose, audience for and context of the writing 	<p>In order to fully appreciate the events, themes and characters in the novel, students need to acquire some valuable historical and contextual understanding, for example:</p> <ul style="list-style-type: none"> Effects of the Treaty of Versailles on Germany WW1 trauma and shell shock Treatment of Jewish people in WW2 Dr Jules Persoinne and Dr Alfie Summerfield Anne Frank Hitlerjugend Hitler's Berghof Edward VIII and Wallis Simpson 	<p>Echo Mountain is taught in Year 7. The Boy at the Top of the Mountain deals with more complex themes and character development.</p> <p>Students read Of Mice and Men in Year 9 which is an adult novel rather than a young adult novel and contains much more adult themes.</p> <p>The KS3 curriculum prepares students for GCSE because they are expected to read whole novels in depth and to use similar skills, such as inferring, using evidence and analysing language and structure.</p>

<ul style="list-style-type: none"> drama to understand characters' actions. <p>Order rationale: Starting the year with a novel helps gain the attention of the class. The narrative deals with complex themes and requires a higher level of maturity than the Year 7 novel.</p> <p>Assessment Reading assessment: How has Pierrot changed since the start of the novel? Students read an extract from the novel and answer the question with a character focus. They are assessed on:</p> <ul style="list-style-type: none"> how well they use evidence from the text to support their points how well they analyse language, including individual words and figurative language their understanding of the extract and the novel as a whole. their understanding of how the main character develops and changes their understanding of how the writer makes the reader feel <p>Unlike in Year 7, students are expected to bring in their knowledge of the novel as a whole.</p>	<p>and draw on this knowledge to support comprehension.</p> <ul style="list-style-type: none"> study setting, plot, and characterisation, and the effects of these. 	<p>Students will gain cultural capital through learning about famous orphans in literature.</p> <p>The scheme will briefly cover Gulliver's Travels as an example of an allegory.</p> <p>The novel deals with indoctrination and propaganda and the students will consider the potential damage they can cause.</p>	
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<p>Autumn 2</p>	<p>Gothic A study of the Gothic genre; students read a range of literature, including 19th century extracts and write their own gothic stories.</p> <p>Order rationale:</p> <ul style="list-style-type: none"> • This is the first scheme at KS3 with a genre focus. It is important that students understand how genre writers use certain motifs, themes and organisational features • Learning about genre and how the writing fits the form is more complex than previous schemes. The writing chosen is also more complex. • As students are more mature, they are required to write longer pieces of extended writing and to peer and self-assess their work. <p>Assessment: Writing assessment: Write a description that turns an everyday scene into a sinister and threatening one. Students must demonstrate their knowledge of the genre by using the conventions of the Gothic in their own writing. <i>In the GCSE English Language paper 'Exploring effects and impact' students are required to write a story. This scheme and assessment</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> • develop an appreciation and love of reading, and read increasingly challenging material independently • read a range of high-quality works from English literature • understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • make inferences and refer to evidence in the text • know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • study setting, plot, and characterisation, and the effects of these • study a range of authors • write accurately, fluently, effectively and at length for pleasure • apply their growing knowledge of vocabulary, grammar and text structure to their writing 	<p>Both H.G. Wells and Robert Louis Stevenson are part of our literary heritage.</p> <p>By studying some Edgar Allan Poe, students are introduced to American Literature.</p>	<p>The Language Skills scheme in Year 9 will build on the students' knowledge of genre. It will build in complexity as students are not only expected to analyse the texts but compare them as well. For example, a comparison of Crime fiction and True Crime non-fiction writing.</p> <p>The KS3 curriculum introduces them to Jekyll and Hyde and Gothic writing which they will study and revisit at GCSE. A signposting/retrieval task will be used at the beginning of Year 10 to ascertain how much has been retained about the Gothic from Year 8.</p>
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	will give them the tools needed to write an effective Gothic story.	<ul style="list-style-type: none"> draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness pay attention to accurate grammar, punctuation and spelling 		
Spring 1	<p>History of English Literature A study of the most eminent texts and authors in the history of English Literature. For example, Beowulf, Chaucer, Sir Gawain and the Green Knight, an extract from The Second Shepherds' Play, Paradise Lost and Shakespeare and the Bronte sisters. Students will complete a range of reading and writing tasks.</p> <p>Order rationale: The schemes in Year 8 build in complexity. Even though the Gothic scheme includes some Victorian literature, this scheme requires students to engage with Old English, Middle English and Shakespearean language. As the</p>	<p>Students will:</p> <ul style="list-style-type: none"> Read a range of high-quality works from pre-1914 English literature understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries make inferences and refer to evidence in the text know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension 	<p>All of the texts play a significant role in our literary heritage and are valuable for students to read to enhance their cultural capital.</p> <p>Most texts feature on English Literature university specifications so the scheme provides students with a firm foundation in the origins of English Literature.</p>	<p>The KS3 curriculum prepares students for the complexities of studying pre-1914 English Literature. For example:</p> <ul style="list-style-type: none"> unseen 19th century non-fiction text in the GCSE Communicating information and ideas exam Romeo and Juliet Jekyll and Hyde Some of the poetry in the Conflict anthology. <p>Shakespeare is studied in Year 7 (A Midsummer Night's Dream) and in Year 9 (Macbeth).</p>

	<p>texts are pre-1914, students need to have a certain level of reading maturity and confidence before they study them.</p> <p>Assessment: Reading assessment: How does Shakespeare use language to inspire? Students read an extract from Shakespeare's Henry V and answer the extract. They are assessed on their understanding of the extract, their use of evidence to support their arguments and their analysis of the language and structure.</p> <p>In Year 7, students complete a writing assessment after studying A Midsummer Night's Dream to assess their understanding of character and the creation of voice in drama. The Henry V assessment builds on their understanding of Shakespeare by expecting students to analyse a short Shakespearean extract and is good practise for the Year 9 Macbeth scheme where students are assessed on their knowledge of the whole play.</p>	<ul style="list-style-type: none"> know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 		
Spring 2	<p>Conflict poetry Examines how war is represented in poetry, across a variety of different conflicts, times, and perspectives. Students complete a range of reading and writing tasks with a focus on genre and context.</p>	<p>Students will:</p> <ul style="list-style-type: none"> make inferences and refer to evidence in the text know the purpose, audience for and context of the writing 	<p>Students learn about Jessie Pope and propaganda in World War I. This creates a cross-curricular link with History.</p>	<p>The skills learnt here were originally learnt in the Year 7 poetry scheme but they are honed, developed and made more complex in the Year 8 Conflict Poetry scheme. Signposting tasks will be used to gather how</p>

	<p>Students are introduced to increasingly complex poems, techniques and structural terms.</p> <p>Revisits lots of the poetic and structural techniques learnt in the Year 7 poetry scheme so retrieval and signposting activities will be completed at the beginning to gauge understanding.</p> <p>Order rationale:</p> <ul style="list-style-type: none"> • In order to have a varied curriculum. The previous schemes focused on short stories, novels, and extracts from prose and drama. • It is also important to revisit poetic conventions studied in Year 7 as spaced retrieval helps to cement learning for students. • The scheme is completed later in the year (when they have had more practise analysing and engaging with complex texts) because the assessment requires students to compare; a skill which is trickier for them to learn. <p>Assessment: Reading assessment: Explore how Dulce Et Decorum Est and A Dead Boche present war. The assessment is differentiated as higher ability students are encouraged to compare poems to achieve higher levels.</p>	<p>and draw on this knowledge to support comprehension</p> <ul style="list-style-type: none"> • read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognise a range of poetic conventions and understand how these have been used • write poetry and other imaginative writing • draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing to achieve particular effects • use Standard English confidently in a range of formal and informal contexts, including classroom discussion 		<p>much knowledge has been retained from Year 7.</p> <p>In Year 9, Poetry from Around the World further builds on the students' knowledge of how poems are written and how purpose, audience and context effects their meaning.</p> <p>At GCSE, students read a range of poems from the Conflict poetry anthology. The KS3 curriculum prepares them for reading and analysing a range of poems with different styles, structures and language techniques.</p> <p>The comparative assessment at KS3 also prepares them for the GCSE poetry exam where they compare two poems from the anthology.</p>
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	<p>This assessment follows two writing assessments so it is important that students have chance to develop their reading skills.</p> <p>The assessment is similar to the GCSE English Literature exam 'Exploring poetry and Shakespeare' (Section A)</p>			
Summer 1	<p>Play Students read a whole modern drama text with a focus on theme and dramatic conventions.</p> <p>Order rationale:</p> <ul style="list-style-type: none"> To ensure variety. Teaches students to develop an appreciation and love of reading a wide range of fiction, including drama. They will read drama extracts in the Gothic and History of English Literature schemes, but it is also important that they read a whole drama text. In Year 7 and Year 9, students read a whole Shakespeare play so this scheme gives them the opportunity to read and study modern drama as well. <p>Speaking and listening assessment: Students will perform a section of the play and be rewarded a pass,</p>	<p>Students will:</p> <ul style="list-style-type: none"> develop an appreciation and love of reading, and read increasingly challenging material independently understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries make inferences and refer to evidence in the text know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and 		<p>In Year 7, students read <i>A Midsummer Night's Dream</i> and learn about dramatic techniques and the importance of stage directions and staging. Signposting/retrieval activities will be used to assess their prior learning.</p> <p>In Year 9, students study <i>Macbeth</i> and a modern play.</p> <p>At GCSE, students study <i>Romeo and Juliet</i>. The KS3 curriculum prepares them for reading and analysing drama.</p>

	<p>merit or distinction. In Year 7, students had to recite a poem and consider their volume, tone and speed. This assessment builds on their speaking and listening skills because it requires them to create a character and use movement for effect.</p> <p>Assessment: Reading assessment: Explore how Zephaniah presents the theme of courage in this scene and elsewhere in the play. Students will be expected to revise their knowledge of the text and learn quotations.</p> <p>The reading assessment prepares students for the GCSE Literature exams in which they need to closely analyse language and structure, include references to historical context and use evidence (quotations) from elsewhere other than the extract provided.</p>	<p>organisational features, presents meaning</p> <ul style="list-style-type: none"> • study setting, plot, and characterisation, and the effects of these • understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play • speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvise, rehearse and perform play scripts • discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 		
Summer 2	<p>Travel writing</p> <ul style="list-style-type: none"> • Students will read, analyse and write a range of non-fiction. • They will compare the language and presentational techniques in different travel texts. • They will complete a formal presentation about somewhere that means something to them. 	<p>Students will:</p> <ul style="list-style-type: none"> • adapt their language and style in and for a range of contexts, purposes and audiences • take part in a formal presentation/learn to speak confidently and effectively • know how language, vocabulary choice, grammar, 	<p>Students will read a range of World Literature writers and consider how any why people have different experiences to their own when travelling to different countries and places.</p> <p>They will learn about Captain Scott and his expedition to the Antarctic.</p>	<p>In Year 7, the Animals non-fiction scheme introduced students to the features of non-fiction writing. A signposting task will be used at the beginning of this scheme to gather how much knowledge has been retained from Year 7.</p> <p>In Year 9, the Changing Hearts and Minds and Language Skills</p>

	<ul style="list-style-type: none"> • They will read travel writing from a range of different perspectives other than their own. • They will read and analyse literary non-fiction. <p>Order rationale:</p> <ul style="list-style-type: none"> • The other schemes in Year 8 focus on teaching fiction whereas this has a non-fiction focus. It is important to provide students with a varied curriculum. • To revise and build on students' knowledge of non-fiction writing. • Prepares students for the transition to Year 9 as the texts are longer, the vocabulary is more complex and they deal with mature themes. <p>Assessment: Writing assessment: Students write a piece of literary non-fiction in which they write about a place that means something to them.</p> <p><i>This is similar to the writing task on the GCSE English Language paper 'Exploring effects and impact'.</i></p>	<p>text structure and organisational features, presents meaning</p> <ul style="list-style-type: none"> • apply their knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended. 		<p><i>schemes will further build on the students' knowledge and prepare them for GCSE.</i></p> <p><i>The Communicating Information and Ideas module at GCSE requires students to have a firm grasp of a range of different styles of non-fiction writing. The KS3 curriculum prepares them for this.</i></p>
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Term	Content Order rationale	Intent Skills obtained	Value How does the scheme contribute to our broad and balanced curriculum?	Links to other key stages How are the skills built on?
Autumn 1	<p>Of Mice and Men by John Steinbeck Class novel Students read a whole class novel and complete activities to develop their knowledge and understanding of key events, themes and characters in the story. Lessons consider the symbolism and imagery in the text, how Steinbeck uses structure effectively and how the writer builds sympathetic characters.</p> <p>Order rationale: Unlike the class novels in Years 7 and 8, Of Mice and Men is a novella written for adults. The themes and language within the novella are noticeably more adult than anything they have read previously in the KS3 curriculum which prepares them for what is expected of them in Year 9 and beyond.</p> <p>Assessment Reading assessment: Explore how Steinbeck presents the theme of dreams, in this extract and elsewhere in the novel. This reading assessment prepares students for the GCSE Literature</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read a whole novel in depth; reading for pleasure and information. • read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. • acquire a wide vocabulary. • make inferences and refer to evidence in the text. • use discussion in order to learn, elaborating and explaining clearly their understanding and ideas. • know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension. • study setting, plot, and characterisation, and the effects of these. 	<p>Why have we chosen Of Mice and Men?</p> <ul style="list-style-type: none"> • Its themes continue to be relevant in 21st century society (hope, friendship, loyalty, vulnerability, etc.). • It is accessible to all students of all abilities • Teaches students to have compassion and a social conscience <p>Students learn about The Great Depression and 1930s America. Including:</p> <ul style="list-style-type: none"> • the Wall Street Crash • the influence of The American Dream • the experience of migrant workers • the treatment of black people and the racist attitudes of the time • the treatment of women <p>To gain a greater understanding of the title of the novella, students will read and discuss Robert Burns' poem 'To a Mouse'.</p>	<p>Echo Mountain is taught in Year 7. The Boy at the Top of the Mountain deals with more complex themes and character development.</p> <p>Of Mice and Men in Year 9 is an adult novel rather than a young adult novel and contains much more adult themes.</p> <p>The KS3 curriculum prepares students for GCSE because they are expected to read whole novels in depth and to use similar skills, such as inferring, using evidence and analysing language and structure.</p>

	assessments in which they need to include references to historical context and use evidence (quotations) from elsewhere other than the extract provided. Students will be expected to revise their knowledge of the text and learn quotations which they have not done previously.			
Autumn 2	<p>Changing Hearts and Minds</p> <p>Students will read, analyse and compare the language and presentational features of a range of fiction and non-fiction texts, including poetry, newspaper articles and spoken word. They will create persuasive arguments and learn how to produce counter arguments.</p> <p>Order rationale:</p> <ul style="list-style-type: none"> This works well after Of Mice and Men because it requires students to engage with a range of texts rather than just one. The scheme also revisits the analytical and comparative skills learnt in Years 7 and 8 but the texts used deal with more complex themes. Teaching Changing Hearts and Minds in between a whole novel and a whole play provides students with variation and keeps them engaged. 	<p>Students will:</p> <ul style="list-style-type: none"> read a wide range of fiction and non-fiction, including poems with a wide coverage of forms and authors understand increasingly challenging texts through making inferences and referring to evidence in the text know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning make critical comparisons across texts write for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; notes and polished scripts for talks and presentations and a range of 	<p>Students will watch and discuss a range of spoken word poetry. The poems deal with important themes such as the damaging effects of labelling and racism, the effects of living without a parent who is in prison and bullying.</p> <p>Students learn about the Grenfell Tower fire and the experience of the firefighters who fought the blaze.</p> <p>Newspaper extracts about the Edward Colston statue and the Black Lives Matter movement will encourage students to engage with current issues.</p> <p>Students read an article by the historian David Olusoga on his views about the removal of statues, such as Edward Colston. This develops their awareness of the topic and gets them to</p>	<p>This scheme builds on skills learnt in Year 7. The Animals non-fiction scheme taught students how to write in a range of non-fiction styles and this one encourages students to analyse how the techniques are achieving the purpose of the text. A signposting or retrieval task will be used to assess learning.</p> <p>The Art of Rhetoric in Year 7 introduced students to the features of persuasive language and the effects of emotive language and bias. A signposting or retrieval task will be used to assess learning before building on their knowledge.</p> <p>Life Experiences in Year 7 included a range of fiction and non-fiction writing with the aim of broadening the students' knowledge of a range of texts as inspiration for their own. This scheme builds on this as students are expected to closely analyse texts rather than write in the style</p>

	<p>Speaking and listening assessment: Students take part in a formal debate and are rewarded a pass, merit or distinction. In Year 7, students had to recite a poem and consider their volume, tone and speed. In Year 8, students acted in role. This assessment is more challenging because they are required to build their own argument, present their ideas logically and be prepared to rebut the opposing team's arguments.</p> <p>Assessment: Writing assessment: Students write a piece of persuasive writing in which they convince their audience to ban something they hate. Students are assessed on their use of rhetorical devices.</p> <p>In the GCSE English Language paper 'Communicating information and ideas' students are required to write in a range of non-fiction styles, including persuasively.</p>	<p>other narrative and non-narrative texts, including arguments, and personal and formal letters</p> <ul style="list-style-type: none"> • summarise and organise material, and support ideas and arguments with any necessary factual detail • pay attention to accurate grammar, punctuation and spelling • study the effectiveness and impact of the grammatical features of the texts they read • know and understand the differences between spoken and written language • use Standard English confidently in a range of formal and informal contexts, including classroom discussion • give short speeches and presentations, expressing their own ideas and keeping to the point • participate in formal debates and structured discussions, summarising and/or building on what has been said 	<p>consider multiple viewpoints.</p> <p>The poem 'Home' by poet and activist Warsan Shire helps students understand the plight of refugees (see the world from a different perspective).</p>	<p>of the authors. They will also be expected to compare the purpose and style of the texts studied.</p> <p>This scheme builds on the skills learnt in the Year 8 Travel writing scheme, for example, comparing the language and presentational techniques in texts and reading writing from a range of different perspectives other than their own.</p> <p>The KS3 curriculum prepares students for the English Language GCSE because they are expected to read and analyse a range of fiction, non-fiction and literary non-fiction as well as compare the ways writers present their views and experiences.</p>
Spring 1	<p>Macbeth Students read a whole Shakespeare play.</p> <p>Order rationale:</p> <ul style="list-style-type: none"> • To ensure variety. 	<p>Students will:</p> <ul style="list-style-type: none"> • develop an appreciation and love of reading, and read increasingly challenging material independently 	<p>Students research witchcraft and the supernatural in the 16th century.</p> <p>They will also engage with some of the political and monarchical issues at the</p>	<p>In Year 7, students read A Midsummer Night's Dream to prepare them for studying a whole Shakespeare text in Year 9. However, the reading assessment in Year 9 requires students to use higher-order thinking skills such as</p>

	<ul style="list-style-type: none"> • Reading and studying Macbeth is challenging so it makes sense to teach this later in the year when students have had longer to develop their reading and analytical skills. <p>Assessment: Reading assessment: Explore how Macbeth is presented here and elsewhere in the play. The reading assessment prepares students for the GCSE Romeo and Juliet Literature exam in which they need to include references to historical context and use evidence (quotations) from elsewhere other than the extract provided. Students will be expected to revise their knowledge of the text and learn quotations.</p>	<ul style="list-style-type: none"> • understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • make inferences and refer to evidence in the text • know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • study setting, plot, and characterisation, and the effects of these • understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play • speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvise, rehearse and perform play scripts 	<p>time Shakespeare was writing.</p>	<p>analysing language and evaluating how Macbeth's character changes and develops.</p> <p>The Year 8 History of Literature scheme includes a lesson on Henry V. This builds on their knowledge of Shakespeare but introduces them to the history play genre. The content, vocabulary and characterisation are more complex.</p> <p>The focus of this scheme is more on language analysis and character development. It also introduces students to dramatic techniques such as soliloquy and dramatic irony. The reading assessment is more challenging and requires students to learn quotations and revise their knowledge.</p> <p>At GCSE, students study Romeo and Juliet. The KS3 curriculum prepares them for reading and analysing a Shakespeare play.</p>
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		<ul style="list-style-type: none"> discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 		
Spring 2	<p>Poetry from around the World Students read and analyse a range of World Literature poetry and use them as inspiration for writing their own poems.</p> <p>Order rationale: To ensure variety. It is important that students read a range of texts, including poems.</p> <p>Assessment: Writing assessment:</p> <p>A re-creative writing piece based on a poem studied in the scheme.</p> <p>Students write a narrative retelling of their chosen poem in first person.</p>	<p>Students will:</p> <ul style="list-style-type: none"> make inferences and refer to evidence in the text know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension check their understanding to make sure that what they have read makes sense. read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognise a range of poetic conventions and understand how these have been used Write poetry and other imaginative writing draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing to achieve particular effects use Standard English confidently in a range of formal and informal contexts, including classroom discussion 	<p>Teaches students about the experiences of others. For example:</p> <ul style="list-style-type: none"> the experience of migrating to a country and then feeling homesick and depressed. the experience of having a second language the experience of living in a violent dictatorship without free speech the experience of living somewhere with a water shortage. 	<p>The skills learnt here were originally learnt in the Year 7 poetry scheme and the Year 8 Conflict Poetry scheme. Signposting tasks will be used to gather how much knowledge has been retained.</p> <p>In Year 9, Poetry from Around the World further builds on knowledge of how poems are written and how purpose, audience and context effects their meaning.</p> <p>At GCSE, students read a range of poems from the Conflict poetry anthology. The KS3 curriculum prepares them for reading and analysing a range of poems with different styles, structures and language techniques.</p>

<p>Summer 1</p>	<p>Language Skills</p> <p>This scheme focuses on developing skills specifically needed for the GCSE English Language paper. For example, evaluation, comparison and analysis.</p> <p>The scheme has a genre focus with students required to compare, for example, fictional crime writing with true crime.</p> <p>Order rationale:</p> <ul style="list-style-type: none"> Teaching this towards the end of the year increases the chance that students will remember the skills when they start GCSEs in September. Evaluating a statement is particularly challenging so it is more effective to teach when students have had more experience reading and studying a range of texts. <p>Assessment:</p> <p>Reading assessment:</p> <p>Students have to read and analyse two unseen texts.</p> <p>The questions are structured in a similar way to the GCSE paper, building in complexity and challenge. The first question requires them to write down quotations from the text, the next few require them to analyse language and structure and the final task expects them to compare and evaluate.</p>	<p>Students will:</p> <ul style="list-style-type: none"> reading a wide range of fiction and non-fiction, including in particular short stories with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary and seminal world literature make inferences and refer to evidence in the text know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning make critical comparisons across texts study the effectiveness and impact of the grammatical features of the texts they read 		<p>Comparison and analytical skills have been taught, honed and developed throughout Years 7 to 9. This scheme requires students to use and practise these skills and to apply them in a formal assessment.</p> <p>As well as the above, this scheme teaches students to evaluate texts and to explain the impact of the text on the reader. Learning how to evaluate is challenging for students but it makes sense to introduce them to this skill in KS3 so they are prepared for the expectations of the GCSE English Language papers.</p>
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	This prepares students for the structure and style of the GCSE English Language papers but simpler texts are used.			
Summer 2	<p>Modern Drama</p> <p>Students read a whole modern drama text with a focus on dramatic devices, structure of the play and development of character. Texts chosen are either An Inspector Calls or A View from the Bridge.</p> <p>Order rationale:</p> <ul style="list-style-type: none"> Teaches students to develop an appreciation and love of reading a wide range of fiction, including drama. Even though they have already read Macbeth in Year 9, this scheme gives them the opportunity to read and study modern drama as well. Follows a scheme that mainly teaches non-fiction so provides variation. Both texts deal with adult themes and ideas so they are best taught at the end of Year 9. <p>Assessment:</p> <p>Reading assessment: Explore how Miller presents Eddie as stubborn and confrontational in this scene and before this scene.</p>	<p>Students will:</p> <ul style="list-style-type: none"> develop an appreciation and love of reading, and read increasingly challenging material independently understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries make inferences and refer to evidence in the text know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning study setting, plot, and characterisation, and the effects of these understand how the work of dramatists is communicated effectively through performance and how 	<p>An Inspector Calls teaches about social responsibility and bringing about a more humane, and compassionate society. It encourages them to challenge injustice and overcome divisions in society.</p> <p>Other contextual knowledge gained:</p> <ul style="list-style-type: none"> knowledge of divisions of social class in Edwardian era. Understanding of the difference between Capitalism and socialism Workers' strikes 1910 – 1914 in UK. <p>A View from the Bridge deals with mature and sensitive topics and is an old GCSE text. Like Of Mice and Men at the beginning of the year, the adult themes and ideas provide challenge and engage students.</p> <p>Other knowledge gained:</p> <ul style="list-style-type: none"> An understanding of what Red Hook in Brooklyn was like in the 1940s 	<p>In Year 7, students read A Midsummer Night's Dream and learn about dramatic techniques and the importance of stage directions and staging.</p> <p>In Year 8, students read a modern play and begin to understand the importance of stage directions, intonation and sound in the play. Signposting/retrieval activities will be used to assess their prior learning.</p> <p>In Year 9, students have already studied Macbeth where they learn about dramatic techniques such as soliloquy and dramatic irony. Signposting/retrieval activities will be used to assess their prior learning.</p> <p>At GCSE, students read Romeo and Juliet for the exam. The KS3 curriculum prepares them for reading and analysing drama.</p>

	<p>OR</p> <p>Explore how Priestley presents the theme of responsibility in this scene and elsewhere in the play.</p> <p>The reading assessment prepares students for the GCSE Literature exams in which they need to closely analyse language and structure, include references to historical context and use evidence (quotations) from elsewhere other than the extract provided.</p> <p>Students will be expected to revise their knowledge of the text and learn quotations.</p>	<p>alternative staging allows for different interpretations of a play</p> <ul style="list-style-type: none"> • speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion • improvise, rehearse and perform play scripts • discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<ul style="list-style-type: none"> • Italian immigration to the USA in the early 20th century. • Italian codes of honour. • Ideas of masculinity and how they have changed • The features of a Greek tragedy and how Arthur Miller modernises the genre 	
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