

KS3 English Curriculum Overview

	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2
Year 7	Sinister Stories <i>Lamb to the Slaughter</i> – Roald Dahl	<i>Boy in the Striped Pyjamas</i> – John Boyne	<i>Boy in the Striped Pyjamas</i> – John Boyne	<i>Boy in the Striped Pyjamas</i> – John Boyne	<i>Into the Unknown</i> (an introduction to pre-1914 literature)	<i>Macbeth</i> - Shakespeare	<i>Poisonous Poetry</i>		
	<i>Contemporary</i>	<i>Contemporary</i>	<i>Contemporary</i>	<i>Contemporary</i>	<i>Pre-1914</i>	<i>Pre-1914</i>	<i>Contemporary and pre-1914</i>		
	Narrative (own sinister story)	Inner monologue Introduction to the PEE structure	Introduction to the PEE structure: PEE response on the character of Father. Group presentation focusing on criticism surrounding the novel	Group presentation focusing on criticism surrounding the novel Introduction to PEE structure	Narrative (Descriptive) Developing PEE structure into longer responses - Frankenstein	Biography Persuasive letter Essay: How does the audience's impression of Macbeth change in Act 1 Scene VII?	Poem in the style of a writer		
<p>Thematically a focus on the role of women develops across Year 7 and Year 8. Beginning with the key mother in Boy in the Striped Pyjamas, continuing through the Macbeth unit and it is further built upon when studying Mary Shelley.</p> <p>Skills wise the approach to PEE develops from KS2 throughout KS3. Whilst PEE skills are touched upon in KS2, it is visited in more detail upon entry to Year 7. Then lengthier and more are taught and expected in Year 8.</p> <p>In terms of genres taught and composed, throughout KS3 writing to entertain and inform (introduced in KS1) is built upon as is writing to persuade (introduced in lower KS2). Likewise, writing to discuss is introduced in upper KS2 and developed further in KS3.</p>									
Year 8	<i>The Island</i> – Armin Greder	The media and <i>Refugee Boy</i> – Benjamin Zephaniah	The media and <i>Refugee Boy</i> – Benjamin Zephaniah	<i>The Flowers</i> – Alice Walker	<i>Love, Loss and Longing Poetry</i>	<i>Much Ado About Nothing</i> - Shakespeare	<i>The Paradise Carpet</i>	<i>The Necklace</i> – Guy de Maupassant	
	<i>Contemporary</i>	<i>Contemporary</i>	<i>Contemporary</i>	<i>Contemporary</i>	<i>Contemporary and pre-1914</i>	<i>Pre-1914</i>	<i>Contemporary</i>	<i>Pre-1914</i>	
	Balanced argument	Recap PEE structure	PEE response: How does Zephaniah create sympathy for Alem? Formal persuasive speech	Narrative	Poem in the style of a writer Comparative Essay: Compare how W.H. Auden and Lord Alfred Tennyson express their grief over the death of a loved one in 'Stop All the Clocks' and 'Break, Break, Break'	Comparative essay: How does the relationship between Benedick and Beatrice change between Act 1 and Act 4? Formal spoken presentation	Campaign speech	Transfer letter to THS (June)	
<p>Thematically a focus on patriarchal society develops across Year 7 and Year 8. Beginning with the key figures in Boy in the Striped Pyjamas, continuing through the pre 1914 literature units and it is further built upon during Much Ado and Necklace units.</p> <p>A balance of pre 1900 and modern literature is studied in preparation for the texts studied at GCSE.</p> <p>Skills wise a focus on essay writing develops across the key stage, beginning with short essays in year 7 and leading to more comparative and analytical essays in Year 8.</p>									

