

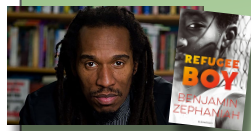
ENGLISH KS3 CURRICULUM

AUTUMN TERM: TIME

MIDDLE ENGLISH AND GEOFFREY CHAUCER'S *CANTERBURY TALES* - THE FATHER OF ENGLISH LITERATURE



We begin our journey through the history of English with Chaucer, developing KS2 reading skills to access unfamiliar language and obsolete grammar and even saxon letters! We study **spelling, morphology, poetic techniques and framed narrative structures.**



ENGLISH FOR MODERN ENGLAND: BEN ZEPHANIAH'S *REFUGEE BOY*

We use our first full read-through of a novel to explore how contemporary English is ever-changing as a growing number of increasingly diverse authors use and adapt it to express themselves and their experiences of life in multicultural Britain. We study **Standard and Non-Standard English, accent, dialect, phonetic dialogue, plot, character and narrative.**

SUMMER TERM: PEOPLE

ENGLISH FOR ADVENTURERS - DEBATES, INSTRUCTIONS AND COMMUNICATION



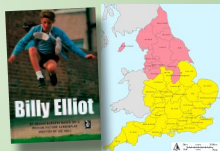
We focus on writing, talking, listening and the power of communicating with others through debates, moral conundrums, and team-work activities all connected by a theme of survival and endurance. We study a range of writing genres and perspectives including **instructive, argumentative and entertainment in the second person.**

ELIZABETHAN THEATRE AND WILLIAM SHAKESPEARE - THE BARD'S MOST FAMOUS LOVE STORY: *ROMEO & JULIET*



We develop our journey through the history of English with Shakespeare, building on the poetry techniques learned in the Middle English unit to access what is still unfamiliar language in Shakespeare's play. We study the **plot, characters, language and poetic structure** used by Shakespeare to tell one of the most enduring love stories of all time.

THE NORTH/SOUTH DIVIDE: MELVIN BURGESS' *BILLY ELLIOT*



We use our second full read-through of a novel to explore how England is split across the North/South divide in both culture, attitudes, history and language. We study **Standard and Non-Standard English, accent, dialect, phonetic dialogue, plot, character and narrative.**

ENGLISH FOR EXPLORERS - LITERATURE FROM THE GRAND TOUR



Mirroring what we will study as part of the Poetry Anthology in the GCSE, this unit collects an anthology of poetry, prose, short stories, diaries and other non-fiction texts connected by the idea of travel and foreign exploration. Comparisons between texts of **events, ideas, settings and themes** prepare students for tackling those skills again at GCSE, while giving them historical **contextual knowledge** of the British elite's lives and leisure.

19TH ENGLISH & CHARLES DICKENS' *GREAT EXPECTATIONS* - AN AUTHOR OF THE INDUSTRIAL AGE



We conclude our journey through English with Dickens, looking at how a newly literature Britain was viewed by one of its finest storytellers. We study the **plot, characters, prose language and prose structure** used by Dickens to entertain a mass audience in the rapidly developing industrial revolution. This unit is excellent practice for the Language GCSE.

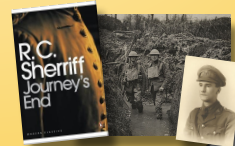


SHAKESPEARE REVISITED: ENGLISH PERSPECTIVES OF DIFFERENCE AND 'OTHERNESS'

We use our second full read-through of a Shakespeare play to explore how English perspectives towards the rest of the world are evident in the language we use. We study **plot, character and narrative, language and structure.** We aim to become increasingly familiar with Shakespeare's writing style in readiness for our study of Macbeth at GCSE in the summer of Year 10.

The final unit of KS3 uses a C20th play to document the lives and perspectives of survivors. We study **stage-craft** through **stage directions** and **script writing, theatre conventions and the language** of a modern dramatist. This is a perfect companion to our chosen C20th GCSE drama text and adds a lot of discussion material our students will be able to refer to when on their GCSE course..

ENGLISH FOR SURVIVORS - STORIES FROM WAR



YEAR 7

YEAR 8

YEAR 9