

HALF TERM 6 CURRICULUM CONTENT – Key Stage 3 English

Year 7

Intent statement:

Year 7s will continue to explore the art of writing, whether that be non-fiction or creative. Now that students have firmly established settings they will begin to look at how they flesh out stories and creative pieces, how to introduce a character, how to establish a character's background and relationships, and how to build tension / suspense. *The Hunger Games* is predicated around a multifaceted dystopian setting which also allows students to take inspiration from this futuristic setting whilst keeping realism.

Topic	The Hunger Games
Prior knowledge / skills	<ul style="list-style-type: none"> ● Planning for writing ● Proofreading, editing and redrafting ● Identifying character/setting traits and making inferences from them ● Identification of language/ structural features in texts ● Building and developing tension and suspense ● Building on the idea of the protagonist, setting and confidante from the first term's topic
Key skills	<ul style="list-style-type: none"> ● The role of a leader including what makes an effective leader ● Exploration of character traits ● Exploration of story settings ● Exploration of suspense and tension ● Dystopian society (Key features) ● The role of the protagonist (definition and purpose) ● Effect of contrasting settings ● Evolving character identity ● Creating a Dystopian setting ● Sequencing ideas into a narrative
Foundation words	<ol style="list-style-type: none"> 1. Dreary 2. Sterile 3. Desolate 4. Squalid 5. Ceremony 6. Victor 7. Melancholic 8. Dramatic monologue

	<ol style="list-style-type: none"> 9. Suspense 10. Tension
Targeted words	<ol style="list-style-type: none"> 1. Gratitude 2. Alliance 3. Vulnerable 4. Genuine 5. Revenge 6. Avenge 7. Peacekeeper 8. Surveillance 9. Rebellion 10. Altruistic
Specialist words	<ol style="list-style-type: none"> 1. Exposition 2. Inciting incident 3. Climax 4. Falling Action 5. Denouement 6. Cornucopia 7. Tracker-jacker 8. Trauma 9. Mocking Jay 10. Transformative
Assessment	<p>The assessment will take place around week 4 and the following topics will be covered. Students need to revise 2 weeks in advance. The assessment will be a culmination of the skills learnt throughout Year 8, students will be asked to closely analyse an extract from The Hunger Games to test their reading and comprehension skills. They will also be asked to write creatively using the text as both inspiration and a starting point.</p>
Personal Development opportunities	<ul style="list-style-type: none"> ● Links to real-life examples of dictatorships and how they have an impact on the world ● Differences in social classes and how they can affect perception - lower classes and certain regions tend to be looked down upon unfavourably ● How multiple factors can impact a person's behaviour (including making people behave in ways they would otherwise not) ● Example: The impact 'fear' has on a person's behaviour <p>Students will explore emotional responses through the characters in this text and be able to tap into their empathetic responses.</p>

Homework requirements	Homework will be set on Google Classroom every week and will take 30 minutes to complete.
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Year 8

Intent statement:

This unit exposes students to different generic conventions by offering opportunities to examine extracts from a range of Shakespeare texts, including the Bard's comedies, tragedies and histories. This unit combines the skills needed for English Language Papers 1 and 2 with its focus on extract-based work, reading for meaning and writing extended compositions; students study Macbeth, a tragedy, as part of their English Literature GCSE (Paper 1) so this provides students with some foundational knowledge of tropes found in Shakespeare's tragedies. This unit deliberately furthers students' understanding of Shakespeare, Shakespearean conventions and the influence of contexts of production in order to give students earlier exposure to Early Modern English and different dramatic text types..

Topic	Shakespearean Extracts
Prior knowledge / skills	<ul style="list-style-type: none">● Building on knowledge of Shakespeare● Building on knowledge of Comedic conventions● Solidifying understanding of genre● Developing reading comprehension skills● Solidifying understanding of form, structure and language
Key skills	<ul style="list-style-type: none">● Who Shakespeare, Shakespeare's time period and The Globe● Genre: Comedy, Romance, Tragedy, History● Understanding how different genres have different conventions● Reading comprehension skills including skim reading, scanning, highlighting and annotating.● How to approach an extract● How to analyse and evaluate● Shakespearean language● The context of Shakespearean texts and their reception● The themes and ideas surrounding Shakespearean texts● How multiple interpretations are equally possible at the same time (More Able students)
Foundation words	<ol style="list-style-type: none">1. Play2. Convention3. Comedy4. Tragedy5. History6. Elizabethan7. Genre8. Analyse9. Evaluate10. Quatrain

Targeted words	<ol style="list-style-type: none"> 1. Exposition 2. Inciting incident 3. Catastrophe 4. Fatal flaw 5. Tragic Hero 6. Soliloquy 7. Monologue 8. Grief 9. Villainy 10. Inner Conflict
Specialist words	<ol style="list-style-type: none"> 1. Enunciate 2. Hyperbolic 3. Inevitability 4. Reunification 5. Symbolism 6. Repartee 7. Exclamative sentence 8. Sonnet 9. Iambic Pentameter 10. Patriarchal
Assessment	<p>The assessment will take place around week 4 and the following topics will be covered. Students need to revise 2 weeks in advance. The assessment will be a culmination of the skills learnt throughout Year 8, students will be asked to closely analyse a Shakespearean extract to test their reading and comprehension skills. They will also be asked to write creatively using the text as inspiration.</p>
Personal Development opportunities	<p>Students will begin to explore skills that they will develop leading up to their GCSES such as the skill of evaluating, analysing and comparing. Students will cover a wide range of themes and issues that recur through time and text. Students will have the opportunity to delve into different characters' mindsets and perspectives. Through exploring differences students will build emotional maturity and empathy. Students will also get the opportunity to watch clips from filmed adaptations to enhance their understanding of taking a scene from the page to the stage/screen.</p>
Homework requirements	<p>Homework will be set on Google Classroom every week and will take 30 minutes to complete.</p>