

## ENGLISH DEPARTMENT KEY STAGE 3 CURRICULUM OVERVIEW

The English department Key Stage 3 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners.

The intention of our English curriculum for Years 7 to 9 is to immerse our pupils into an exciting three-year, chronological journey through our rich literary heritage from the Ancient Greeks and Romans to the 21<sup>st</sup> century, whilst fostering a passion to read, write, speak and listen for enjoyment. Our vision is as follows:

- Pupils in Year 7 will develop a broad range of skills in reading (drama, poetry and both fiction and non-fiction prose), writing for a variety of purposes and spoken language. They will cover topics ranging from Greek and Roman mythology to the Renaissance period, with opportunities to compare texts from these contexts to their thematically-linked counterparts in the 20<sup>th</sup> and 21<sup>st</sup> centuries. This will enable pupils to appreciate how our perceptions of bygone eras are affected by the values we live by now. In addition to these early texts, pupils will study a modern novel (*Animal Farm*) and investigate the biographies and speeches of inspirational individuals through history. The overarching themes combining all six units of work will be Man, Magic, Myths and Fables.
- Pupils in Year 8 will develop their skills of reading, writing and spoken language whilst continuing their journey through our literary heritage, starting with the English Civil War period of the 17<sup>th</sup> century and finishing with the Romantic Period in the 18<sup>th</sup>/19<sup>th</sup> centuries, gaining an appreciation of how earlier periods covered the previous year shaped the cultural and social changes that defined the start of the modern era. In addition, they will develop their skills of studying a modern novel further by focusing on *A Monster Calls*, as well as applying their new learning of class and ambition to a modern play (*Blood Brothers*), and we will continue to encourage students to make perceptive links between ideas in pre-1900 texts and those in more recent writings. The overarching themes combining all six units of work will be Heroes, Villains, Uprisings and Ambitions.
- Pupils in Year 9 will finish their journey through our literary heritage by being immersed into the modern period, starting with the Victorians and finishing with the 21<sup>st</sup> century, including other cultures and postcolonialism, again exploring how the periods covered the previous year have shaped the ideas and values of the cultures and societies of Britain and our world today. The overarching themes combining all six units of work will be Empires, Worlds, Identities and Justice. Pupils’ skills in reading, writing and spoken language will be enriched to prepare them for the rigours of GCSE the following year. What is more, our pupils will have a deep understanding of the key contextual factors underpinning every literary period, providing a firm knowledge base from which to study GCSE English Language and Literature, and even A Level.

Our vision for Key Stage 3 will fulfil the overarching aim of English in the national curriculum by promoting high standards of language and literacy, equipping pupils with a strong command of the spoken and written word, and developing their love of literature through reading for enjoyment. We will ensure that all pupils:

- ♣ read easily, fluently and with good understanding
- ♣ develop the habit of reading widely and often, for both pleasure and information
- ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ♣ appreciate our rich and varied literary heritage
- ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

YEAR 7: MAN, MAGIC, MYTHS & FABLES		
	Half Term 1	Half Term 2
Autumn	<b>MODERN DAY FABLES</b> <span style="float: right;">Diversity</span> <ul style="list-style-type: none"> <li>➤ A whole-novel study of <i>Animal Farm</i>.</li> <li>➤ An introduction to the themes of myths, mystery and struggles for control in society.</li> <li>➤ Students will develop knowledge and skills around genre and the forms of allegory and fable.</li> </ul>	<b>GODS, MONSTERS &amp; MYTHS</b> <ul style="list-style-type: none"> <li>➤ A focus on a selection of extracts spanning Greek and Roman Mythology.</li> <li>➤ Students will be exposed to challenging texts, building on struggles of identity within society.</li> <li>➤ Students will explore further forms of fable and myth, within an earlier historical context.</li> </ul>
	<b>KNIGHTS, DRAGONS &amp; PILGRIMS</b> <ul style="list-style-type: none"> <li>➤ A poetry-focused unit on the Medieval era with links to 20th and 21st century poetry on the theme of myth.</li> <li>➤ Students will focus on language development and use of story-telling through poetry from Beowulf to Chaucer.</li> </ul>	<b>INSPIRATIONAL INDIVIDUALS</b> <span style="float: right;">Diversity</span> <ul style="list-style-type: none"> <li>➤ A non-fiction unit incorporating famous speeches, biographies, articles and diary entries from key individuals across time within the arts, sciences, sports, society and politics.</li> <li>➤ Students will be immersed into discussions and learning around inspiration as a concept and what makes someone inspirational.</li> </ul>
Spring	<b>MAGIC, MYSTERY &amp; MIRTH</b> <ul style="list-style-type: none"> <li>➤ A Shakespeare unit focusing on <i>The Tempest</i>.</li> <li>➤ Students will learn the conventions of mirth, explored via references to comedic scenes and characterisation by Shakespeare, with <i>A Midsummer Night's Dream</i> as a comparative text.</li> <li>➤ A focus on themes of magic and creativity within the Elizabethan era.</li> </ul>	<b>HUMANISTS &amp; HERETICS</b> <span style="float: right;">Diversity</span> <ul style="list-style-type: none"> <li>➤ A selection of fictional texts (short stories, drama, poetry) from the Renaissance period.</li> <li>➤ Students will develop ideas around individuality, rebelling against the status-quo, religious conformity versus non-conformity and wider societal beliefs.</li> <li>➤ Modern links will encourage students to consider the importance of change and both collective and individual voices.</li> </ul>
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Summer	<b>MAGIC, MYSTERY &amp; MIRTH</b> <ul style="list-style-type: none"> <li>➤ A Shakespeare unit focusing on <i>The Tempest</i>.</li> <li>➤ Students will learn the conventions of mirth, explored via references to comedic scenes and characterisation by Shakespeare, with <i>A Midsummer Night's Dream</i> as a comparative text.</li> <li>➤ A focus on themes of magic and creativity within the Elizabethan era.</li> </ul>	<b>HUMANISTS &amp; HERETICS</b> <span style="float: right;">Diversity</span> <ul style="list-style-type: none"> <li>➤ A selection of fictional texts (short stories, drama, poetry) from the Renaissance period.</li> <li>➤ Students will develop ideas around individuality, rebelling against the status-quo, religious conformity versus non-conformity and wider societal beliefs.</li> <li>➤ Modern links will encourage students to consider the importance of change and both collective and individual voices.</li> </ul>

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Autumn Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 5 to 7
<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> <li>• Legacy and appeal of fables and fairy tales - selection of short stories (e.g. Aesop)</li> <li>• Identifying conventions of genres</li> <li>• Understanding and exploration of writer’s background, what inspired him and socio-political influences</li> <li>• Love of reading for pleasure</li> <li>• Studying plot and characterisation</li> <li>• Understanding allegory and why this form has been used.</li> </ul>	<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> <li>• Identifying how language affects meaning</li> <li>• Evaluation of writer’s purpose and awareness of context for writing</li> <li>• Analysis of narrative style</li> <li>• Love of reading for pleasure</li> <li>• Studying plot and characterisation</li> <li>• Examining author in detail (George Orwell).</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• This unit provides the foundational knowledge of myths and fables as a genre, which is developed throughout Year 7, comparing and exploring how the form is shown through key themes of magic, mystery and varying eras of mankind.</li> <li>• <b>DIVERSITY: The 'other culture' of Russians during Stalin's rule and links to modern non-fiction examples of people living in tyranny.</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Developing opinion on significance of text in relation to historical and social context</li> <li>• Independently forming written exploration of role of fable and purpose of this form’s conventions</li> <li>• Discussion around typicality of methods used by Orwell, in comparison to modern day fairy tales</li> <li>• Justifying effects of the text on various readers.</li> </ul>
Autumn Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> <li>• Legacy of the oral tradition and development of how English language has been used over time in narrative form</li> <li>• Particular focus on identification and understanding of anecdotes, idioms and vocabulary introduced by Ancient Greeks</li> <li>• Challenging students to embed and practise use of new vocabulary.</li> </ul>	<p>Knowledge and skills focus:</p> <ul style="list-style-type: none"> <li>• Development of confidence in analysing how language creates meaning</li> <li>• Identification of audience and significance of morality across a range of texts studied</li> <li>• Beginning to express opinions on relevance of genre in modern society</li> <li>• Independent reading and retrieval of ideas through more challenging texts.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• There will be historical links to the role of gods versus man within Greek history. Building on KS2 Curriculum with Greek Mythology, we will develop learning around ideas, themes and significance of myths beyond just understanding and identification.</li> <li>• <b>DIVERSITY: Uses, applications and representations of Greek and Roman myths by other cultures and times beyond the poems explored, including links to gender identity in modern poetry.</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Wider reading of <i>The Odyssey</i> to support with cross-textual links and comparison</li> <li>• Developing opinions on significance of texts in relation to historical and social contexts</li> <li>• Written analysis of challenging literary methods used throughout the choice of texts.</li> </ul>

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

## Spring Half Term 1

### Block 1 – Weeks 1 to 3

Knowledge and skills focus:

- Analysis of how language has evolved over time
- Building on existing knowledge of grammar and vocabulary from KS2
- Exposing students to increasingly challenging texts
- Commenting on how poets have been shaped by contextual factors.

#### Notes/Links/Interleaving

- There will be continual reference to threaded themes of mythical tales and legends. Texts will reflect historical influences, as well as transcending chronologically.
- Language analysis will support preparation for later units on Shakespeare and the Renaissance era.

### Block 2 – Weeks 4 to 6

Knowledge and skills focus:

- Cross-comparison to modern poets and modern myths
- Awareness of Scottish, Welsh and Irish myths and how language and heritage have shaped identity
- Understanding of language for meaning.

#### Additional Higher Content

- Cross-textual links being made between medieval and modern-day poetry, exploring how societal changes influence language
- Investigating validity of opinions around poetry and forming independent judgments on a range of sources.

## Spring Half Term 2

### Block 3 – Weeks 7 to 9

Knowledge and skills focus:

- Identifying writers’ purposes and opinions within non-fiction texts
- Analyses of viewpoints through understanding of various methods used by writers
- Development of leadership qualities via students’ exploration of key characteristics and features in inspirational individuals
- Making comparisons across texts of different forms.

#### Notes/Links/Interleaving

- Reference will be made to all previous units around the themes of inspiration, courage and strength of character, as all prior topics cover these themes.
- Students will be exposed to both historical and modern-day extracts, encouraging commonalities to be identified within individuals examined - regardless of time period or context.
- **DIVERSITY: Through the inclusion of key individuals, particularly historical and political, racial and religious diversity is integral to understanding this topic.**

### Block 4 – Weeks 10 to 11

Knowledge and skills focus:

- Students writing at length, drafting and re-drafting their work to form and express their own opinions
- Conscious crafting for audience and purpose
- Developing speaking and listening skills through presentations
- Selecting and evaluating the success of texts, through forming and justifying opinions on writers’ topics.

#### Additional Higher Content

- Evaluating effectiveness of methods used within sources to demonstrate writers’ opinions
- Planning, crafting and editing written responses through the practice of self-assessment and reflection in written approaches
- Identifying patterns within extracts to select commonality of themes, ideas and methods within given genres.

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Summer Half Term 1	
Block 1 – Weeks 1 to 4	Block 2 – Weeks 5 to 7
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>• Study of Shakespeare in depth, including character profiles, conventions of comedy and literary features of the Elizabethan era</li> <li>• Understanding of context and audience awareness will be developed</li> <li>• Understanding and focus on characterisation, plot, themes and narrative.</li> </ul>	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>• Analysis of text based around what/how/why writing frame - broadening students' skills of analysis</li> <li>• Ability to develop argumentative ideas in response to the text</li> <li>• Exploration of the significance of comedic features within a play.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• Building on Shakespeare studied during KS2 curriculum, including knowledge of the playwright, with a focus on conventions of the genre (comedy) and analyses of effects on audiences</li> <li>• Students will develop knowledge about and skills for approaching Shakespeare, particularly the significance of context and genre will be developed in preparation for KS4.</li> <li>• <b>DIVERSITY: The treatment of Caliban in 'The Tempest' is an excellent opportunity to branch out to the themes of slavery and racial segregation, for which there are many examples of non-fiction modern texts.</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Beginning to consider contextual significance – why has Shakespeare highlighted these ideas, themes, events through the use of drama? Focusing more on the text as a construct for a purpose</li> <li>• Identifying patterns and features highlighted across the play as a whole, including debating and expressing opinions on Shakespeare's viewpoint on key topics within play.</li> </ul>
Summer Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>• Drawing on knowledge of literary and rhetorical devices from reading Renaissance and modern texts</li> <li>• Independent analysis with single-word focus and selecting terminology to support analysis</li> <li>• Retrieval and analysis of relevant evidence throughout texts.</li> </ul>	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>• Understanding of and exposure to a variety of Renaissance poetic conventions</li> <li>• Understanding explicit and implicit meanings linked to context</li> <li>• Developing skills of inference and deduction</li> <li>• Making comparisons across texts.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• Students will build on their work from Unit 3: Knights, Dragons and Pilgrims with a poetry focus, enhancing analytical skills and knowledge of poetic conventions.</li> <li>• Students will strengthen understanding and enhance skills of comparison from Unit 4 - Inspirational Individuals: non-conformity and challenging societal expectations.</li> <li>• <b>DIVERSITY: The religious crises of the Renaissance period provide an opportunity to look at the theme of identity linked to religion in modern cultures, as well as co-existence of different religious cultures like Islam and Christianity (especially in the context of the crisis in the Middle East).</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Selection of extracts given, encouraging more able students to compare ideas, methods and audience across texts</li> <li>• Challenging students to incorporate both language and literature-focused analysis across their learning</li> <li>• Speaking and listening opportunities encouraged to develop students' opinions on texts, through justification verbally and crafting the power of spoken argument.</li> </ul>

**YEAR 8: HEROES, VILLAINS, UPRISINGS & AMBITIONS**

**Half Term 1**

**Half Term 2**

**CONFLICT**

Diversity

**HEROES & VILLAINS**

Diversity

Autumn

- A study of the full novel, *A Monster Calls*, introducing students to ideas of conflict, family and identity.
- Students will focus on conventions of modern prose.
- Exploration of emotional struggles and the importance of friendship - within the context of modern day “fairy tale”.

- Shakespeare’s *Macbeth* will be the core text used to strengthen understanding of the conventions of tragedy.
- Students will compare this play to Shakespeare’s characterisation of heroes and villains in *Much Ado About Nothing*.

**REVOLUTIONARY FIGURES**

Diversity

**THE GOTHIC**

Spring

- A non-fiction and poetry unit mainly focused the English Civil War, Revolution and Restoration in the 17<sup>th</sup> century and the growth of the British Empire.
- Students will make links to more modern revolutionary figures and cultures, focusing on ideas of knowledge, power, technology and social advances.

- A selection of fictional extracts from key Gothic texts from the 18<sup>th</sup> to 21<sup>st</sup> century.
- Students will explore key conventions within the Gothic genre with links to Romanticism.
- Students will develop a detailed understanding the purpose of the Gothic genre.

**CLASS AND AMBITION**

Diversity

**REBELS & ROMANTICS**

Diversity

Summer

- Modern drama: a whole-text study of Willy Russell’s *Blood Brothers*.
- Students will study the context of the playwright’s influences and intended purpose with writing the play.
- Students will compare aspects of this play to Shakespearean and pre-20<sup>th</sup> century drama.

- A poetry unit focusing on the Romantic era in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, with connections made to modern day Romantics.
- Students will explore themes of feminism, censorship, religion and astrology, as well as the changing attitudes to Romance over two centuries.

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Autumn Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 5 to 7
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>Detailed study of a whole text and author in detail, particularly within a given time period</li> <li>Summarising ideas and arguments, beginning to synthesise where possible</li> <li>Promoting a love of reading and reading independently for pleasure.</li> </ul>	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>Conventions of writing for different purposes and forms</li> <li>Applying forms within narrative genre, to compare against non-fiction texts</li> <li>Exploring the significance of conflict in literature</li> <li>Exploring purpose within fictional narratives.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>Students will build on the previous novel in Year 7, focusing on ideas of monsters and fairy tales and learning challenging new themes of friendship, family, grief and inner conflict.</li> <li>This text will introduce students to upcoming units surrounding the central themes of identity, heroes and villains throughout Year 8 and beyond, e.g. postcolonial identities explored in Year 9.</li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>Developing perceptive, judicious opinions on the significance of the text, considering multiple factors such as historical and modern societal influences</li> <li>Forming independent written explorations of the role of fiction and the art of storytelling – utilising various examples across set time periods</li> <li>Discussion around typicality and conventions of modern day “fairy tales”</li> <li>Justifying opinions cogently through judicious textual references.</li> </ul>
Autumn Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>Study of Shakespeare in depth - character profile, conventions of his work and features of Elizabethan era</li> <li>Context and audience awareness will be analysed, particularly building on students’ learning of the writer’s purpose</li> <li>Understanding and focus on staging, lighting, speech, dramatic conventions.</li> </ul>	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>Analysis of text based around what/how/why writing frame - evaluating thematic ideas within tragedy</li> <li>Exploring features of Shakespearean tragedy.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>Students will focus on one Shakespeare play to strengthen contextual awareness and skills in analysis of language, genre, and structure of 16th century drama, building on previous learning of Shakespeare in Year 7.</li> <li><i>Macbeth</i> will challenge students to consider more sophisticated themes, characters and events, introducing students to conventions of a tragedy and tragic hero (leading into the study of <i>Hamlet</i> in Year 9 and <i>Romeo and Juliet</i> for KS4).</li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>Developing ideas around authorial intent – why has Shakespeare highlighted these ideas, themes, events through the use of drama? Focusing more on text as a conscious construct</li> <li>Identifying and analysing patterns and features highlighted across the play as a whole – expressing perceptive opinions on Shakespeare’s viewpoint on key topics across at least two of his plays cogently.</li> </ul>

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Spring Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 4 to 6
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>• Analysis of the spoken word, identifying methods used to influence, persuade and advise in spoken form</li> <li>• Evaluation of the impact of techniques chosen by the speaker</li> <li>• Understanding of purpose and form of text.</li> </ul>	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>• Writing independently and effectively, at length, for required effect</li> <li>• Crafting and developing presentations and expressing ideas</li> <li>• Applying prior learning of vocabulary, grammar and structure to writing.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• Students will continue the theme of bravery, individualism and identity within the unit. Encouraging students to be aware of multiple time periods, particularly focused on the 17th century extracts, following on from Shakespeare’s era, to support chronological learning and understanding of historical thematic patterns.</li> <li>• Modern comparisons and links will support students in identifying how concepts developed in the English Civil War and Revolutionary era and have continued to shape key individuals in modern society.</li> <li>• <b>DIVERSITY: We will develop the theme of religious diversity from the end of Year 7 and also explore 'ruler versus people'/overthrowing tyranny in more recent cultures (as this period saw our country become a republic for over a decade up to 1660). This is also an excellent opportunity to develop this theme from <i>Animal Farm</i> in Year 7.</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Evaluating reliability of methods used within sources to demonstrate writer’s opinion and comparing effects on different readerships across multiple sources</li> <li>• Planning, crafting and editing written responses through practice of self-assessment and reflection on written approach</li> <li>• Considering the role of audience, form and purpose – reproducing independent pieces for different contexts</li> <li>• Analysing patterns within extracts to select commonality of themes, ideas and methods within given genres.</li> </ul>
Spring Half Term 2	
Block 3 – Weeks 7 to 9	Block 4 – Weeks 10 to 11
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>• Studying characterisation and use of setting</li> <li>• Identifying the effects of narratives on different readers</li> <li>• Commenting on comparisons between Gothic texts from different time periods</li> <li>• Evaluating the effectiveness of conventions within the Gothic genre.</li> </ul>	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>• Using Spoken English confidently</li> <li>• Considering differences between spoken and written English</li> <li>• Participating in formal debates and structured discussions.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• Following the previous century of Revolutionaries, The Gothic identifies how individuals became fascinated with darkness, danger, death and horror. Students will have previously started to contrast and compare texts from different time periods, which will continue within this unit.</li> <li>• Continue to develop confidence in identifying patterns, motifs and ideas within conventions of the Gothic genre.</li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Deeper learning through extended project-based tasks on key writers being studied, strengthening knowledge of the role and influence of a writer within this time period</li> <li>• Justifying opinions on the importance of contextual influences, in relation to modern-day Gothic texts with an exploration of similarities and differences</li> <li>• Thoughtful analysis of judicious literary methods used, independently sourced throughout the choice of texts.</li> </ul>

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Summer Half Term 1	
Block 1 – Weeks 1 to 4	Block 2 – Weeks 5 to 7
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>• Learning new, challenging vocabulary</li> <li>• Checking understanding through re-reading</li> <li>• Researching and identifying key contextual aspects of the dramatist studied</li> <li>• Exploring the role and impact of dialectic tone.</li> </ul>	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>• Improvising, rehearsing and developing ideas into play scripts</li> <li>• Using Standard English in a range of contexts</li> <li>• Developing viewpoints on how staging contributes to creating meaning.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• Studying modern drama will enable students to make links with Shakespearean drama, identifying similarities and differences, particularly around the focus of purpose and audience.</li> <li>• Themes of identity, conflict and ambition are key to the text, which is represented in prior units; and students will be challenged further to apply approaches previously developed to a different form of drama within a 20<sup>th</sup> century context.</li> <li>• <b>DIVERSITY: In depth study and learning of the implicit and explicit socio-economic effects of the class system in UK from 1950s to modern-day Britain.</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Awareness and understanding of challenging political contextual factors, beginning to embed these within analyses of the play</li> <li>• Developing ideas around dramatic conventions, beginning to explore the impact of these within independent responses to the play</li> <li>• Drawing on prior learning of Shakespeare and comparing evolution of theatre and dramatic conventions across the ages.</li> </ul>
Summer Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>• Identifying areas of controversy within Romantic poems</li> <li>• Analysing how poets use language, imagery and structure to express their opinions</li> <li>• Awareness of contextual topics of feminism, censorship and religion</li> <li>• Development of ideas on poets’ intentions and alternative reader responses.</li> </ul>	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>• Identifying poetic techniques independently</li> <li>• Introduction and awareness of semantic fields and their connotations</li> <li>• Independent use of What, How, Why approach to develop analysis.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• Unit 3 in Year 7 introduced students to poetry and this poetry-focused unit will develop these skills of poetic analysis with more challenging texts set in the late 18<sup>th</sup>/early 19<sup>th</sup> centuries.</li> <li>• Students will finish the year with continued reference to underlying themes of identity, conflict and rebellion, alongside introducing students to more challenging themes that will be developed in Year 9 with feminism, anti-patriarchy and atheism.</li> <li>• <b>DIVERSITY: Poetry from women and the theme of gender struggle in a man's world will be explored.</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Encouraging more able students to compare ideas, methods and purposes between a more challenging selection of poems</li> <li>• Challenging students to start to consider more complex structural techniques, poetic metre and form</li> <li>• Speaking and listening opportunities encouraging students to develop cogent opinions on texts, through powerful crafting of spoken argument.</li> </ul>

YEAR 9: EMPIRES, WORLDS, IDENTITIES & JUSTICE		
	Half Term 1	Half Term 2
Autumn	<b>UPRISINGS</b> <span style="background-color: #4a4a8a; color: white; padding: 2px;">Diversity</span>	<b>TRAGEDY</b> <span style="background-color: #4a4a8a; color: white; padding: 2px;">Diversity</span>
	<ul style="list-style-type: none"> <li>➤ An introduction to the Victorian era, with a whole-novel study of H.G. Wells’ <i>The War of the Worlds</i>.</li> <li>➤ Students will access key 19<sup>th</sup> century themes via this novel, including evolution, class, religion, science and empire.</li> <li>➤ Students will consider links to the Victorian genres of sensationalism, horror and science fiction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A Shakespeare unit with a whole-play study of <i>Hamlet</i>, focusing on elements of tragedy, love, hate and conflict.</li> <li>➤ Students will examine aspects of insanity and identity through this play and conflicting representations of sanity and insanity</li> <li>➤ Students will develop a detailed understanding of the conventions of tragedy.</li> </ul>
Spring	<b>CLASHES &amp; COLLISIONS</b> <span style="background-color: #4a4a8a; color: white; padding: 2px;">Diversity</span>	<b>DYSTOPIA</b>
	<ul style="list-style-type: none"> <li>➤ This unit will cover poetry, fiction and non-fiction of the early 20<sup>th</sup> century, focusing on modernism, power, war and conflict.</li> <li>➤ Students will examine a variety of representations of war, identity and relationships.</li> <li>➤ Non-fiction texts will include articles, diaries, biographies and autobiographies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A selection of 20<sup>th</sup> and 21<sup>st</sup> century Dystopian fiction, including extracts from <i>The Hunger Games</i>, <i>1984</i>, <i>Brave New World</i>, <i>The Time Machine</i>, <i>Fahrenheit 451</i> and <i>Do Androids Dream of Electric Sheep?</i></li> <li>➤ Students will learn to identify the conventions and origins of the Dystopian genre, and how this has evolved over time.</li> </ul>
Summer	<b>CRIME &amp; PUNISHMENT</b> <span style="background-color: #4a4a8a; color: white; padding: 2px;">Diversity</span>	<b>VOICES OF FREEDOM</b> <span style="background-color: #4a4a8a; color: white; padding: 2px;">Diversity</span>
	<ul style="list-style-type: none"> <li>➤ A whole-text study of a modern play: <i>The Crucible</i> by Arthur Miller (1953).</li> <li>➤ Students will examine ideas of witchcraft and the concept of justice and punishment across the ages, drawing upon prior periods studied.</li> <li>➤ Students will develop an understanding of how political contexts influence texts, e.g. McCarthyism in ‘50s US.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A unit focused on late 20<sup>th</sup> and early 21<sup>st</sup> century poetry, fiction and non-fiction exploring postcolonialism, expressions of freedom and new-found postmodern identities.</li> <li>➤ Students will explore extracts from popular texts such as <i>Noughts &amp; Crosses</i>, <i>Purple Hibiscus</i> and <i>The Kite Runner</i>.</li> </ul>

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

## Autumn Half Term 1

### Block 1 – Weeks 1 to 3

Knowledge and skills focus on:

- Detailed study of a whole text and author in detail, comparing features of this Victorian novel to other texts from the period
- Summarising ideas and arguments, synthesising evidence and opinion where possible
- Promoting a love of reading for pleasure.

#### Notes/Links/Interleaving

- Following on from Year 8, this continuation of ‘literature across time’ will enable students to identify how Victorian prose reflects societal and political issues. Key themes explored will include class systems, the industrial revolution, scientific discoveries and a changing world for Britain.
- Students will be challenged to learn about Victorian Britain through a complex text, supporting transition into KS4 (Year 10) with Dickens’ *A Christmas Carol*.
- **DIVERSITY: A vast range of diverse factors are included here, as the novel covers everything from class, survival of the fittest, religion and fear of the foreign (aliens). Links will be made to the British domination over India and uprisings caused by this - plenty of non-fiction texts on this.**

### Block 2 – Weeks 5 to 7

Knowledge and skills focus on:

- Exploring effects of text-level structural features
- Applying prior learning of analytical approaches to more challenging texts
- Evaluating the purpose of the writer within a fictional narrative
- Drawing on new vocabulary from reading Victorian prose.

#### Additional Higher Content

- Analysis and confident understanding of subtle societal and political issues embedded within the text
- Original, perceptive ideas on the role of fiction and the art of storytelling within Victorian era will be encouraged, as well as detailed links to generic conventions
- Considering the typicality of the key text in comparison to wider Victorian literature (i.e. Dickens) in preparation for the KS4 19<sup>th</sup> century novel
- Justifying opinions through judicious referencing and cogent argument.

## Autumn Half Term 2

### Block 3 – Weeks 8 to 10

Knowledge and skill focus on:

- Challenging study of Shakespeare, applying a deeper knowledge of contextual factors.
- Beginning to explore literary critiques of Shakespeare
- Considering conceptual theories for key themes in a tragedy.

#### Notes/Links/Interleaving

- Referencing the previous Shakespeare unit in Year 8, the play of *Hamlet* builds on prior learning of a tragedy and conventions of this genre under more challenging contexts and ideas.
- Students will develop confidence in understanding narratives and characters within Shakespeare’s plays, having studied two previously. The focus will be more on analysis, constructing arguments and expressing opinions around the play’s purpose and ideas.
- Comparisons can be made thematically to *Romeo and Juliet* (KS4 text), encouraging students to approach bigger-picture analyses and significance of Shakespeare’s choices, ready for KS4.
- **DIVERSITY: This is an excellent opportunity to look at recent expressions of mental illness/health and the prejudices in our society created by this.**

### Block 4 – Weeks 11 to 14

Knowledge and skill focus on:

- Analysis of text based around what/how/why writing frame, evaluating thematic ideas within tragedy. Connections and comparisons to *Macbeth* (from Year 8), identifying similarities and differences.
- Exploring the significance of themes for a modern audience.

#### Additional Higher Content

- Exploring why Shakespeare highlighted key ideas, themes, events in *Hamlet* through the use of drama, focusing more on the text as conscious construct and social critique
- Researching and considering wider literary theories on Shakespeare’s work, considering how to apply these to a written analysis in preparation for KS4
- Identifying and analysing patterns and features highlighted across the play as a whole, expressing perceptive opinions on Shakespeare’s intention with key topics across at least two of his plays
- Fostering a cogent analysis of the effects of key themes, events and characters within the play on both Elizabethan and modern audiences from different standpoints (e.g. feminist, Marxist).

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Spring Half Term 1	
Block 1 – Weeks 1 to 3	Block 2 – Weeks 4 to 6
<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>Explore how figurative language presents meaning in a modernist or war context.</li> <li>Evaluate the impact of techniques chosen by the speaker.</li> <li>Reading a range of non-fiction and fiction from contemporary sources.</li> </ul>	<p>Knowledge and skill focus on:</p> <ul style="list-style-type: none"> <li>Writing independently and effectively at length for pre-specified effects</li> <li>Crafting and developing short speeches to express prescribed and independent opinions</li> <li>Applying prior learning of vocabulary, grammar and structure to writing.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>References will be made to Unit 3, Year 8, strengthening and embedding non-fiction reading and writing skills.</li> <li>Progressively, focus will be on more modern texts surrounding the 20th and 21<sup>st</sup> century and key themes intertwined throughout non-fiction extracts surrounding power, war, conflict, clashes and collisions. This will prepare students for studying both Anthology and unseen poetry in KS4.</li> <li><b>DIVERSITY: A number of war texts address the issue of physical and mental disability (e.g. Barker’s <i>Regeneration</i> and PTSD in Armitage’s ‘Manhunt’), which can be used to raise awareness about people living with disabilities in general.</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>Evaluating reliability of methods used within sources to demonstrate writers’ opinions and analysing their effects on readers from different standpoints</li> <li>Planning, crafting and editing written responses, through developed awareness of a given purpose and audience, applying self-assessment and reflection on methods</li> <li>Adapting written responses to purposefully reflect audience, form and purpose, reproducing independent pieces for different contexts.</li> <li>Analysing patterns within extracts to select commonality of themes, ideas and methods within given genres.</li> </ul>
Spring Half Term 2	
Block 3 – Weeks 7 to 9	Block 4 – Weeks 10 to 11
<p>Knowledge and skills to focus on:</p> <ul style="list-style-type: none"> <li>Identifying and detecting conventions of the Dystopian genre</li> <li>Exploration around origins of Dystopian fiction, links to the post-WW2 historical context, linked to prior learning in Unit 1 - Year 8 (<i>A Monster Calls</i>)</li> <li>Building on prior knowledge of features of utopia in Greek Mythology (Year 7) and exploring how features of dystopia contrast with this.</li> </ul>	<p>Knowledge and skills to focus on:</p> <ul style="list-style-type: none"> <li>Evaluate text construction and significance of writing for the audience</li> <li>Revisiting and analysing narrative voice</li> <li>Drawing on new vocabulary used in text, evidenced within independent imaginative writing.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>The Dystopian unit will continue to support comparative learning with more focus on independent evaluation and analytical skills.</li> <li>Learning about origins and conventions of Dystopian will support opportunities for cultural capital around wider societal issues, providing greater challenge, as concepts of societal struggle and freedom is a large focus in KS5.</li> <li>Students will revisit more basic ideas previously learnt around Dystopia/Utopia in Year 7 &amp; 8 Unit 1, but through a more challenging context and text choice in Year 9.</li> <li><b>DIVERSITY: This can develop the theme of voices breaking the shackles of oppression and build on themes in <i>Animal Farm</i> in Year 7 and <i>Revolutionary Cultures</i> in Year 8.</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>Deeper learning through extended project-based tasks on key writers being studied, strengthening knowledge on identifying roles and influences of a writer within this time period</li> <li>Encouraging perceptive opinions about contextual influences on modern day dystopias, considering the role of this genre in modern society</li> <li>Thoughtful analysis of judicious literary methods used, exploring multiple interpretations to strengthen written argument.</li> </ul>

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 ENGLISH OVERVIEW

Summer Half Term 1	
Block 1 – Weeks 1 to 4	Block 2 – Weeks 5 to 7
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>• Exploring dramatic structures and character arcs</li> <li>• Understanding and awareness of audience and context</li> <li>• Study of whole text and in-depth analysis of the playwright</li> <li>• Discussions of text with precise and confident use of literary terminology.</li> </ul>	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>• Performing play scripts including a range of dramatic devices</li> <li>• Paying attention and utilising new vocabulary in written analysis</li> <li>• Analysis of how the text promotes the writer’s viewpoint.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• References will be made to skills and learning in Unit 5, Year 8 modern drama. However, there will be greater focus on personal opinion and justification with reference to <i>The Crucible</i>, integrating the context of play and key themes of justice and punishment.</li> <li>• Students will begin to consider themes of guilt, deceit and class systems, and representations of these in modern drama, in preparation for <i>An Inspector Calls</i> in KS4.</li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Exploration of challenging political and social contextual factors and how these are presented through <i>The Crucible</i></li> <li>• Strengthening ideas around dramatic conventions, comparing the effectiveness of Miller’s choices to Russell’s (from Year 8), evaluating their impact on different audiences</li> <li>• Analytical comparison of theatrical and dramatic conventions across the ages.</li> </ul>
Summer Half Term 2	
Block 3 – Weeks 8 to 10	Block 4 – Weeks 11 to 14
<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>• Drawing and implementing knowledge of literary and poetic devices in the most recent poetry, fiction and non-fiction texts</li> <li>• Analysing text-level structure for effect</li> <li>• Recognising and expressing opinions on poetic conventions.</li> </ul>	<p>Knowledge and skills focus on:</p> <ul style="list-style-type: none"> <li>• Exploring purpose in non-fiction extracts addressing issues of identity</li> <li>• Developing independent responses on how writing reflects purpose intended</li> <li>• Participating in debates, including group presentations</li> <li>• Redrafting and amending structure of written arguments and exploration.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>• Students will be finishing the KS3 curriculum with present-day poetry, fiction and non-fiction to prepare key reading and writing skills for GCSE English Language Paper 2 and GCSE English Literature Paper 2, particularly Anthology and unseen poetry.</li> <li>• Focus on speaking and listening, in particular debates and group presentations will broaden SMSC and links to cultural capital. Students will be encouraged to express personal and critical opinions about the issues addressed throughout this final unit.</li> <li>• <b>DIVERSITY: This 21st century/postmodern/postcolonial unit is perfect for the theme of diversity, especially looking at works from other races who have been freed from the shackles of British imperialism.</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Independent wider reading, encouraging further selection of texts in this postmodern and postcolonial period</li> <li>• Challenging students to identify and analyse more complex structural techniques, with clear reasoning around effects on different readers</li> <li>• Speaking and listening opportunities will be encouraged to develop students’ opinions on texts, through verbal justification and powerful crafting of spoken argument.</li> </ul>