

Key Stage 3 Curriculum Overview **English**

2022-23



King's College
The British School of Murcia



Year 7

Term 1

Language

- Autobiographical writing
- Fairy tales, myths and legends e.g. similarities and differences between the three titles; writing their own fairy tales; traditional and modern fairy tales and descriptive writing.
- They will explore sensory language to provide further detail in their writing and develop their awareness of writing for purpose/effect.
- Students should gain opportunities to engage in their presentation, debate and oracy skills.

Literature

- Pupils will read “The Witches” and complete a scheme of work including writing character studies, letter writing and speeches.
- Students should think critically about the author’s message/style of writing and apply it to their own perspective/worldview.
- Students should gain opportunities to engage in their presentation, debate and oracy skills.

Term 2

Language

- Fairy tales from a different perspective
- Heroes: What makes a hero; traditional and modern day heroes; a speech about their own hero.
- Students will discuss ways of making fairy tale characters more current, and plan their own fairy tales in pairs.
- Students should gain opportunities to engage in their presentation, debate and oracy skills.



Literature

- Pupils will read the novel ‘Skellig’, and complete a scheme of work including empathy diary writing, analysis and comprehension skills.
- Students should advance their understanding of critical writing and analysis, writing basic PEE paragraphs.
- Students should think critically about the author’s message/style of writing and apply it to their own perspective/worldview.
- Students should gain opportunities to engage in their presentation, debate and oracy skills.

Term 3

Language

- Shakespeare - Life and work. Pupils will learn about the Globe Theatre, Shakespeare’s life, and look at an overview of his most prominent works.
- Pupils will make a leaflet, produce a diary entry and write and perform a short sketch.
- Pupils will prepare for the end of year exam, revising the main points studied throughout the year.

Literature

- Pupils will read the modern version of Shakespeare’s “Taming of the Shrew”, and complete a scheme of work including comprehension and vocabulary skills.
- Students should gain knowledge of what life was like in 1600 and learn about The Globe Theatre.
- Students should become familiar with the basic storylines of some of Shakespeare’s most famous plays.

Assessment Information

Pupils will be formally assessed a minimum of four times each term which will include two writing, one reading and one speaking/listening assessment. The assessments in each year group are geared towards GCSE criteria; pupils will therefore build analytical essay



writing skills (with a focus on imagery and grammar) and learn to write in a range of forms such as imaginative, descriptive and non-fiction.

Resources to support or extend learning

Pupils will improve their comprehension of novels through engaging with the Accelerated Reader program. All pupils are encouraged to read for at least 20 minutes a day and take the online quizzes. Pupils will be exposed to additional grammar worksheets and videos also, this will be shared by teachers via Google classroom.

Year 8

Term 1

Language

- Pupils will begin by identifying a range of genres and then focus on the ‘horror’ genre. This will include reading horror related short stories, describing a horror setting, reading extracts from ‘Frankenstein’ and ‘Dracula’ and creating their own horror character.
- They will explore sensory language to provide further detail in their writing and develop their awareness of writing for purpose/effect.

Literature

- Pupils will read ‘The Boy in the Striped Pyjamas’ by John Boyne with a focus on context. They will learn about concentration camps during World War 2 and the Holocaust.
- Students should think critically about the author’s message and apply it to their own perspective/worldview.
- Students should gain opportunities to engage in their presentation, debate and oracy skills.



Term 2

Language

- Pupils will study a range of persuasive writing and learn persuasive writing techniques. They will practise these skills through producing a holiday brochure, giving a persuasive speech, writing a persuasive letter and making an advertisement.
- Students should be able to independently analyse an unseen persuasive text and comment in a critical and formal style

Literature

- Pupils will read the novel 'Holes' by Louis Sachar, completing a scheme of work including analytical skills, comprehension questions and a debate.
- They should be able to build sophisticated links and connections by thinking critically about the story and subplots.
- Students should consider the effect of the omniscient third-person narrator and the creation of a sympathetic protagonist.
- Students should think critically about the author's message and apply it to their own perspective/worldview.
- Students should gain opportunities to engage in their presentation, debate and oracy skills.

Term 3

Language

- Pupils will begin to explore the history of the English language. They will recognise and understand simple texts in Old English; look at different dialects in English including poetry and look for similarities and differences between texts.
- They should gain some exposure to dramatic devices and theatrical techniques. (Important for GCSE A02 and IBDP preparation)



Literature

- Pupils will study Shakespeare's 'Macbeth' in original language and form evaluative skills based on their knowledge of context and character analysis. Pupils will explore the importance of setting, costumes and stage directions when interpreting a play. They will study Shakespearean language and the features of a Shakespearean tragedy to complete an analytical essay in preparation for GCSE.

Assessment Information

Pupils will be formally assessed a minimum of four times each term which will include two writing, one reading and one speaking/listening assessment. The assessments in each year group are geared towards GCSE criteria; pupils will therefore build analytical essay writing skills (with a focus on imagery and grammar) and learn to write in a range of forms such as imaginative, descriptive and non-fiction.

Resources to support or extend learning

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Year 9

Term 1

Language

- Pupils will read and enjoy a range of short stories, some by Roald Dahl. They will complete comprehension and empathy exercises and then write their own short story.



- Students should develop their writing skills by building on previously learned literary techniques and creative writing strategies.
- Students should gain opportunities to engage in their presentation, debate and oracy skills.

Literature

- Pupils will read “The Outsiders” by S.E. Hinton and discuss gang culture in America in the 1960s and modern day. They will also complete diary entries, letters and newspaper articles.
- Students should advance their understanding of critical writing and analysis.
- They should demonstrate their ability to make links between the narrative and contextual significance.
- Students should gain opportunities to engage in their presentation, debate and oracy skills.

Term 2

Language

- Pupils will study ‘Media’; tasks will include designing their own magazine front cover; giving a radio style broadcast on a topical issue and a discursive essay on the advantages and disadvantages of modern day technology such as the internet, social networking and gaming.
- To evaluate the effectiveness of language choices and to analyse a piece of media and comment on its effect on the reader

Literature

- Pupils will read “Wonder” by R. J. Palacio. They should be able to build sophisticated links and connections by thinking critically about the story and subplots.
- They should be able to further their understanding of linking context to their analysis by studying the time periods offered and the attitudes conveyed. This should lead to the consideration of the author’s message.



- Students should gain opportunities to engage in their presentation, debate and oracy skills.

Term 3

Language

- Pupils will study a range of classic and modern love poetry and learn to compare and contrast two poems. They will also practise for their mock IGCSE Language Exam, Paper 2 which involves an analytical essay on a story or poem and writing their own story from a choice of 3 titles.
- They should gain some exposure to dramatic devices and theatrical techniques. (Important for GCSE A02 and IBDP preparation)
- They should be able to effectively compare and contrast two different poems on a shared theme

Literature

- Pupils will study the Shakespeare play, “Romeo and Juliet” and study language devices in preparation for IGCSE Literature.
- Students should be able to analyse the characters by recognising their key traits and exploring typical Shakespearean tragedy.
- They should gain a knowledge of the time period and apply this knowledge to their analysis of character-s and the playwright’s purpose.

Assessment Information

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Resources to support or extend learning

Pupils will improve their comprehension of novels through engaging with the Accelerated Reader program. All pupils are encouraged to read for at least 20 minutes a day and take the online quizzes.