Hodgson Academy

English

KS3 Curriculum Overview

English: Key Stage 3 Curriculum Overview

	Autumn Term	Spring Term	Summer Term
	Term 1	Term 2	Term 3
Year 7	**People Like Us** **Set text: Welcome to Nowhere by Elizabeth Laird** **Knowledge:** • How the plot develops from beginning to end • The characters and their development throughout the novel • Vocabulary to help them understand context • Differences in culture between the UK and Syria • How the civil war started in Syria • Prejudice and discrimination (ableism) • Education for girls in Syria • The difference between forced and arranged marriage • The experience of refugees • The difference between explicit and implicit meanings • Difference between retrieve, deduce and infer • 'WHAT' sentence starters **Skill:** • How to interpret implicit meanings in a text • How to annotate an extract from a text	**The Art of the Storyteller** **Knowledge:** • Word classes: nouns, adjectives, adverbs and prepositions • The difference between a clause and a sentence • SOAPAIMS techniques for descriptive writing • Narrative hooks • Impact of show not tell • Using different sentence structures for effect. • Using punctuation for clarity and effect • The effective structure of linear narrative • The effective structure of a non-linear narrative **Skill:** • Effectively use SOAPAIMS in descriptive writing • Describe a character using show not tell • Use a range of narrative hooks in their own writing • Use of Drop/Shift /Zoom to structure creative writing	**Voices Across Space and Time** **Knowledge:** • MITSL as an approach to exploring poetry • Conventions of the sonnet form • What imagery is • The impact of a rhyme scheme and rhythm • Stanza types- couplet, tercet, quatrain • How extended metaphors are used • Recap 'WHAT' sentence starters • 'HOW' sentence starters **Skill:** • Annotating a poem • How to use MITSL to analyse a poem • Iceberg Method to explore layers of meaning • Exploring the effect of an extended metaphor in a poem • Building sentences to construct an analytical paragraph to explore a poem (WHAT/HOW) **Vocabulary:** 1. **Syllables (stressed / unstressed)** 2. **Sonnet**

	• Selecting and interpreting relevant quotes • Building sentences to construct a paragraph that explores one implicit idea **Vocabulary:** 1. **Refugee** 2. **Migrant/ immigrant** 3. **Equality** 4. **Oppression** 5. **Tyrant** 6. **Protagonist** 7. **Displacement** 8. **Activist** 9. **Revolution** 10. **Extremism**	**Grammar:** **Sentences** • Varying sentence starters • Complex sentences • Simple sentences for effect • Descriptive sentences **Punctuation** • Full stops • Exclamation marks • Capital letters • Apostrophes • Semi colons **Vocabulary:** 1. **Subject** 2. **Clause** 3. **Preposition** 4. **Simile** 5. **Metaphor** 6. **Narrator** 7. **Linear** 8. **Viewpoint** 9. **Non linear** **Flashback**	3. **Haiku** 4. **Rhythm** 5. **Extended metaphor**
Year 8	**The Social Outsider** **A study of the gothic genre** **Set text: Frankenstein the play by Phillip Pullman** **Reading** **Foundational Knowledge:** • The plot of the play • The Nature versus Nurture debate • The conventions of Gothic literature • The purpose of a prologue • Nature vs Nurture **Vocab:**	**The Political Outsider** **Allegory and rhetoric writing** **Set text: Animal Farm by George Orwell** **Knowledge:** • Allegory • Contextual information about the Russian Revolution • Rhetorical devices used in speech writing • Symbolism • Characterisation in Animal Farm • The principles of Marxism **Skill**:	**The Cultural Outsider** **Set text: The Taming of the Shrew by William Shakespeare** **Reading** **Knowledge:** • The plot of the play • The context of the Patriarchal Society • The context of marriage • The conventions of a Shakespearean comedy • Feminism • The difference between modern and Jacobean interpretations • The concept of the other/ outsider

	• Innovative • Blasphemous • Marginalised • Abhorrent **Skill**: • How to use the 'iceberg method' uncover the connotations of a word to support analysis • How to make links across the text to develop analysis **Writing** **Knowledge** • Features of a gothic setting • Pathetic fallacy • The Sublime • Semantic fields **Vocab:** • Foreboding • Oppressive **Skill** • Using SOAPAIMS to describe a setting (retrieval from year 7) • How to shift the reader's focus • How to zoom in on small details • How to edit and redraft a piece of writing **Grammar:** **Sentences** • Compound-complex sentences • Fronted adverbials • Relative clauses **Punctuation** • Commas to separate fronted adverbials and relative clauses	• How to write a motivational speech using AFORESTHID rhetorical devices **Vocab**: • Hierarchy • Inequality • Bourgeoisie • Proletariat • Exploitation • Oppressive • Tyrant • Corruption **Grammar:** **Sentences** • Command • Interrogative **Punctuation** • Quotation marks to embed quotes • Commas for direct address	• Social hierarchy • Developing understanding of review writing by reviewing a play • Continuing to develop analysis of language. **Vocab:** • Foil • Objectified • Authoritarian **Skill**: • How to annotate an extract from a Shakespeare text • How to write a developed analysis of a Shakespeare text **Writing** **Knowledge** • The conventions of review writing **Skill** • How to use evaluative adverbs and adjectives to express an opinion • How to write a review of a piece of theatre **Grammar:** **Sentences** • Complex sentences • How to create expanded noun phrases **Punctuation** • Commas in complex sentences

Year 9

Humanity Vs Themselves

Set text: Lord of the Flies by William Golding

Knowledge

- The genre of Coral Island/ The Robinsonade
- Golding's intention to comment on human nature
- Foreshadowing
- Othering
- Freud's theory of mind

Skill

- Detailed annotation of extracts and sources
- Continued development of what/how/why with more of a focus on the links across the text.
- Text structure and structural methods
- Essay writing – embedding context

Vocab

- Civilisation
- Savagery
- False dichotomy
- Transgressive
- Duality
- Foil (revisited from year 8)

Humanity Vs Nature

The study of non-fiction writing that explores the conflict between humans and nature

Knowledge

- Conventions of a documentary script
- Conventions of a TV news report
- Conventions of a newspaper article
- Conventions of a persuasive letter
- Conventions of a speech
- Grammatical features to support effective writing of all the above genres

Skill

- Use descriptive writing to write the voiceover for a nature documentary
- Use factual writing to write the script for a TV news report
- Write a newspaper article that is factual but influences the reader's opinion
- Use persuasive writing to write a letter that appeals to the reader's values
- Craft a persona to write a speech that engages an audience

Grammar

Sentences

- Using tense for effect
- Noun phrases revisited from year 8
- Crafting prepositional phrases
- Using the passive voice
- Avoiding phrasal verbs
- Complex sentences revisited from year 8

Punctuation

- Commas, colons, parentheses, dashes and question marks to guide the reading voice

Humanity Vs The World

Set Text: Macbeth by William Shakespeare

Knowledge

- The perception of witches in Jacobean England
- Shakespeare's influences and intentions for Macbeth

Skill

- Independently understand and annotate an extract from a Shakespeare text
- Explode a quotation in depth by analysing Shakespeare's use of language
- Write a what/how/why analysis of a whole Shakespeare text
- Analyse how motifs are used

Vocab:

- Pathetic fallacy
- Fricative
- Equivocation
- Valiant
- Noble
- Hamartia
- Malevolent
- Manifest
- Motif
- Culpable