



8. Enable pupils to draw links between the subject and their daily lives, promoting the relevance of English as a skill set.

The curriculum has been designed with these core aims in mind. The starting point was the National Curriculum and AQA schemes but several key factors influenced the choice within this:

1. The desire to balance the range and depth of skills studied - The English National Curriculum covers a wide range of topics. To cover all of these within Key Stage 3 as unique and individual skills would require more time than we have available, so the interconnectivity of skill sets and subject matters is promoted to allow for pupils to understand one topic and the numerous ways that the skills within it might be applicable to their learning and lives in general.
2. The desire to promote a broader understanding of the world around them through critical thinking - The National Curriculum for English focuses on the skills that are to be developed within English, but it is a firm belief within the department that pupils should be encouraged to “develop culturally, emotionally, intellectually, socially and spiritually” through the selection of texts and subject matter designed to expand their horizons and challenge the way that they view the world. The aim of this is to allow pupils to formulate their own views and beliefs, and use the skills they have been developing to justify and defend their views.
3. Building on Key Stage 2 - Key Stage 2 focuses on encouraging a fluency in both reading and written expression with age-appropriate and suitably challenging texts. We aim to continue this with a push on understanding increasingly complex texts and the factors that inspired them to encourage broader reading of both fiction and non-fiction texts through cross-curricular links with other subjects.
4. Providing “stepping stones” to Key Stage 4 content - The AQA specification outlines a set of Assessment Objectives that pupils must meet in their examinations. Our Key Stage 3 curriculum is designed to provide insights into the skills and depth of study required through wider reading, the understanding of how the world around us affects the texts we read and *vice versa*. Pupils’ understanding of conventions of literary genre and form, as well as the difficulty and complexity of texts studied increase year upon year so that pupils are fully prepared to explore the GCSE texts in the required detail, without having to specifically cover the texts in Key Stage 3.
5. Balancing the different disciplines - the study of English Language and Literature are intertwined with each other, both containing transferrable skills. The links between Literature and Language are planned within our topics so that pupils are regularly exposed to a combination of fiction and non-fiction texts, and are engaged in a mixture of creative, analytical and discussion tasks (and dramatic ones, where appropriate) within units. This is to promote the connectivity and provide a broad coverage of these skills within the curriculum.

As a department, we are currently finalising the last of our KS3 schemes. We are also revisiting and refining assessments to ensure that knowledge and skills build effectively as planned.



## Key Stage 3

| Year group: | Topics covered:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| Year 7      | <p><b>Intent</b></p> <p>Our composite (and smaller component) skills have been chosen by taking a cross-section of the Key Stage 3 National Curriculum and the Assessment Objectives provided by Ofqual. We understand that pupils need to be prepared for the demands of their GCSEs, while ensuring that they are not simply studying for GCSEs as soon as they enter secondary education. By breaking down the skills that pupils will need to succeed into smaller, more manageable chunks, we hope to allow them to have both purpose and flexibility in their Key Stage 3 curriculum.</p> <p>Year 7 focuses on developing confidence in <b>Reading</b>, <b>Writing</b>, and <b>Technical Accuracy</b>, with opportunities to develop <b>Speaking and Listening</b>. Our aim is to build a solid foundation before more difficult skills like <b>Comparison</b> and <b>Evaluation</b> are introduced later in the year, as these more difficult skills require a solid grasp of the fundamentals of English.</p> <p>We want Year 7 to be able to select <b>evidence</b> and <b>infer</b> information based on a text. Furthermore, they need to be able to <b>identify</b> and <b>explain</b> the different <b>word classes</b>, <b>linguistic devices</b>, <b>sentence forms</b> and <b>structural features</b> used by writers.</p> <p>We also push pupils to be able to use the features that they are learning to identify in their own writing, <b>creating well-structured</b>, <b>engaging</b> pieces of writing that use a <b>range of vocabulary</b> and <b>linguistic devices</b> with a high degree of <b>variety</b> and <b>accuracy</b> in <b>spelling</b>, <b>punctuation</b> and <b>grammatical structures</b> in their sentences.</p> <p>We also expect pupils to be able to <b>present information</b> effectively and formally, <b>listen and respond</b> to feedback.</p> <p><b>Technical Accuracy</b> will be a regular focus with SPaG (Spelling, Punctuation and Grammar) lessons taking place weekly.</p> <p>Regular retrieval of previous information is encouraged through starter activities the keep pupils familiar with information that they have learned previously, and helping them to see the application of this information regularly throughout various topics.</p> <p><b>What topics will students learn during each year? Can be broken down by Autumn/Spring/Summer</b></p> <p>All units are connected thematically by a theme of Myths and Legends. Pupils will learn a range of reading and writing (including <b>technical accuracy</b>) skills across both fiction and non-fiction texts under this connective theme. The skills demanded of pupils will increase in difficulty over the course of the Year, built upon the learning from previous units, allowing for regular progress checks and intervention as composite skills are returned to repeatedly. Each term will involve an assessment for each of the skills, including a knowledge and content quiz to ensure that pupils are able to recall the subject-specific information that they need for success in English.</p> <p>Year 7 begins with a study of Myths and Legends. This is a baseline unit that allows us to assess their skills with <b>reading</b>, <b>writing</b>, <b>technical accuracy</b> and <b>verbal communication</b>. Through the unit they will focus on <b>reading and understanding</b> classic stories from which we draw modern references, as well as allowing pupils to familiarise themselves with <b>conventions of genre</b>. They will start with Greek myths and learn about stories and folklore from around the world, providing a foundation for the subject matter studied later. Focus will be drawn towards <b>narrative writing</b>, culminating in their first <b>speaking and listening</b> task where pupils will deliver part of a story they have written.</p> <p>Following on from this, pupils will move on to a novel study: <i>The Girl of Ink and Stars</i> by Kiran Millwood Hargrave - a book inspired heavily by myths and folklore from the Canary Islands. Pupils will build upon their Key Stage 2 knowledge, as well as the previous unit, through a more in-depth study of <b>language and structure</b>. In addition to <b>reading and demonstrating understanding of the story</b>, pupils will learn to <b>explain the writer's choice of language on a word level</b>, as well as <b>identifying more complicated techniques and exploring their effect</b>. In addition to this, they will build upon their study of genre conventions by <b>exploring traditional story structure</b> and practise using these features in <b>creative writing</b> exercises.</p> <p>In order to provide a broad and balanced coverage of content, pupils will build upon their language analysis by exploring persuasive language and the art of rhetoric. Starting by <b>learning and recognising examples of Aristotelean modes of persuasion</b> and then applying these principles established in ancient Greece to modern advertising, pupils will undertake a small project that blends both the <b>analysis</b> and <b>use of language and visual media</b> elements for the purpose of persuasion, building in <b>speaking and listening opportunities</b> along the way.</p> |

# The Wilnecote School: Our Curriculum



**The Wilnecote School**  
ENSURING EXCELLENCE

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|            | <p>Pupils will move on to a study of poetic forms, giving them an idea of how location and countries of origin have contributed towards the formation of Literary traditions. Starting with simple poetic forms to teach the fundamentals of poetic structure before covering more complex forms of poem, this basic foundation for poetry will be built upon over the coming years so that pupils can <b>read and understand poetry</b>, recognise <b>particular poetic forms</b>, <b>analyse the language</b> contained within and have the opportunity to <b>create poetry</b> of their own.</p> <p>Next is a unit blending non-fiction with fiction called “Mythical Creatures,” where pupils will be able to explore a range of different text types, <b>learning about and identifying genre conventions</b>. However, to tie the unit to the Year’s theme of myths and legends, this unit will have a fantastical twist to it. Pupils will not only look at <b>documenting locations and factual information</b>, but also developing their <b>descriptive skills</b> by detailing the various creatures and figures of folklore.</p> <p>Finally, rounding out this year is a study of the most influential author in the English canon: William Shakespeare. Pupils will study a range of texts covering the different genres of Shakespeare’s work (Comedies, Tragedies and Histories) as they explore the heroes and villains of these stories. return back to the focus on myth and folklore by beginning with extracts from <i>The Tempest</i>, before learning about how real-world history, beliefs and social structures influenced plays like <i>The Merchant of Venice</i> and <i>Henry V</i>. Pupils will use the reading skills that they have developed over the to <b>access and understand</b> Shakespeare’s story, <b>examining Shakespeare’s language</b> in detail to explain how impressions of characters are created before <b>Comparing</b> how characters have been presented to the reader, beginning to explain contextual reasons why.</p> |          |                                      |          |               |          |
|            | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2 | Spring 1                             | Spring 2 | Summer 1      | Summer 2 |
| Knowledge  | Myths and Legends & Novel Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          | The Art of Rhetoric and Poetic Forms |          | Mythical Crea |          |
| Skills     | Reading, Writing, Technical Accuracy and Speaking and Listening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                                      |          |               |          |
| Assessment | Each term tests each of the core skills above, with an extra assessment specifically designed to check their ability to recall subject-specific valuable knowledge: key terminology, including definitions and examples; historical and biographical context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                      |          |               |          |



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| Year 8     | <p>Year 8’s topics are grouped under a banner of “Genre and Form,” in which we explore conflict and location through English. We aim to build upon the general studies of <b>Reading</b>, <b>Writing</b>, and <b>Technical Accuracy</b> from Year 7 with a loose focus on how the world around us can inspire the kind of writing that authors create, giving them a foundational understanding of an idea that will be explicitly explored in later years. Again, Year 8 will see weekly <b>SPaG</b> and reading lessons to boost retention of core grammatical rules.</p> <p>The year begins with a refresher on narrative writing with a study of Gothic Horror. Through this unit, they will explore a range of short stories written by a variety of authors with the aim of learning how they <b>use language and structure</b> to create vivid characters and control the flow of information and build to scary and climactic moments. Pupils will eventually use inspiration from the authors that they have studied to <b>create their own short horror story</b> that they will then be able to read and share with their peers as a <b>speaking and listening opportunity</b>.</p> <p>Following on from this study of language and structure is a focus on perspective and equality in our second novel study: <i>The Bone Sparrow</i> by Zana Fraillon. Through this unit, pupils will be building upon their study of structure and language to control information, but they will look at how <b>plot elements and characters are developed</b> over a longer period of time, <b>deepening their understanding of how texts are constructed</b>. Pupils will practise a <b>variety of written tasks</b> to further their understanding of plot and character construction.</p> <p>Building upon their study of viewpoints and tone, pupils will look into the Newspapers and Reporting. They will analyse <b>genre conventions</b>, <b>variations in language and speech patterns</b>. Through this unit, they will practise their <b>written expression</b> within the confines of a particular genre and form, using this as inspiration for a <b>speaking and listening presentation</b>.</p> <p>Further building upon this is a study of the First World War and the literature that arose out of the time period. Pupils will explore a range of texts, including posters, novel extracts and poems and <b>understanding what the writers were trying to communicate and why</b>. Pupils will study various texts written during and about the First World War, <b>analysing the choices of language and form</b> used by the poets, linking the texts specifically to the <b>historical context that influenced the poets</b>.</p> <p>Pupils will then move on to a play and author study. Pupils will build upon their deepened understanding of text forms and variations in language to explore the script form in deeper detail, looking at how limitations in form can be overcome with creative thinking and staging. In addition to <b>understanding the play</b>, pupils will be <b>analysing the writer’s choice of language and structure</b>, as well as using dramatic and creative approaches to explore characters and events in greater depth.</p> <p>Rounding out the year is Journeys: a unit blending fiction and non-fiction, with a particular focus on travels caused by, involving or fleeing from conflict. In this unit they will explore how <b>language and structure</b> can be used to affect <b>tone and mood</b> of a piece of writing, as well as <b>communicate the feelings and viewpoints</b> of the writers.</p> |          |                         |          |                                                 |          |
|            | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2 | Spring 1                | Spring 2 | Summer 1                                        | Summer 2 |
| Knowledge  | Gothic Horror and Novel Study (The Bone Sparrow)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          | War Poetry and Journeys |          | News and Reporting and Play Study (Our Day Out) |          |
| Skills     | Reading, Writing, Technical Accuracy and Speaking and Listening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                         |          |                                                 |          |
| Assessment | Each term tests each of the core skills above, with an extra assessment specifically designed to check their ability to recall subject-specific valuable knowledge: key terminology, including definitions and examples; historical and biographical context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                         |          |                                                 |          |



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| Year 9      | <p>Year 9 is connected through an overarching theme of exploring how English affects, and is affected by, the world around them. To this end, we begin the year with a study of the novel <i>Of Mice and Men</i>. Through this, pupils will dive deeper into a text and be introduced explicitly to <b>themes and motifs</b>, using ideas around identity and experience previously explored in the poetry unit, the focus is primarily on extended writing using the text and its rich history as inspiration. From imagining they are ranch workers during the Great Depression to evaluating the impact of <b>language, structure</b> and <b>context</b> in <b>thoughtful and connected essays delivered as spoken presentations</b>, pupils will develop the confidence to discuss and communicate their thoughts on challenging topics.</p> <p>Next, pupils will use ideas of representation and equality explored in the previous text to investigate the relationship that we, as readers, have with the texts that we read and the media we consume. This unit uses a heavy media influence to get <b>pupils considering purpose and intent, comparing the ideas presented in different texts, the way in which they present them</b> and being able to maturely discuss their ideas on relevant social issues in a formal context.</p> <p>Following this, pupils will further develop their written skills with a unit based around honing their craft as writers. With a direct focus on refreshing <b>narrative and descriptive skills</b> in particular, this unit will also re-teach and further the use of <b>key linguistic and structural features</b>. Inspiration will be taken from a range of subject matter, developing the <b>planning ability, stamina for prolonged writing and linguistic complexity</b> required for success at GCSE.</p> <p>Building upon the historical context-heavy poetry unit from Year 8, we look at a selection of poems that lay the foundation for the GCSE anthology poetry study in Year 9. Through this study, we explore the difference that place, time and even personal identity can have on a text, <b>comparing the viewpoints, methods and ideas shown</b> in different texts through <b>longer, more complex answers that link points confidently</b>. To prepare for the skill set of the GCSE, pupils will be given a mini-anthology and will be taught good practice for annotation, with emphasis on making revision easy and selection of their own poem to compare with a named one is introduced as part of their assessment. This gives them a taste of the freedom and responsibility provided in their GCSE poetry question.</p> <p>Finally, ideas about equality, fairness and the way that people’s opinions can change their language and behaviour are explored in our second Shakespeare study of Key Stage 3: Romeo and Juliet. By this stage, pupils should be confident <b>analysing difficult language</b> and <b>speaking in front of others</b>, allowing them to <b>explore Shakespeare’s language in more detail</b>, as well as exploring different methods of delivery to allow them to <b>understand differences in interpretation and evaluate the impact</b> that this can have.</p> |          |                                         |          |                                  |          |
|             | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2 | Spring 1                                | Spring 2 | Summer 1                         | Summer 2 |
| Knowledge   | Of Mice and Men & Media and Representation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | The Writer’s Craft & Poetic Foundations |          | Short Stories & Romeo and Juliet |          |
| Skills      | Reading, Writing, Technical Accuracy and Speaking and Listening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                         |          |                                  |          |
| Assessment  | Each term tests each of the core skills above, with an extra assessment specifically designed to check their ability to recall subject-specific valuable knowledge: key terminology, including definitions and examples; historical and biographical context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |                                         |          |                                  |          |
| Assessment: | How Will I be assessed at Key Stage 3?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                                         |          |                                  |          |
|             | <p>The National Curriculum is used as a benchmark and is referred to in each individual scheme as a foundation for the skills that form the assessment criteria.</p> <p>Each of the skills is re-visited over the course of the unit so that pupils will have the chance to not only learn, but to recall and practise the skills they are using within a unit and across year groups. The aim for this is to increase retention and build confidence with their skills.</p> <p>Increased emphasis is placed on the thorough development of the fundamentals of <b>Reading</b> and <b>Writing</b> over Year 7, introducing more difficult applications of these skills in comparison and evaluative tasks towards the end of the year, along with the first few elements of contextual knowledge. As we begin Year 8, we increase the frequency of harder skills, and continue this towards Year 9 where pupils will be tackling a range of texts with the depth of detail we would expect from them in their GCSEs. Our assessment model reflects the increase in difficulty with steadily progressing criteria that will scale up each year, meaning that pupils will be expected to improve each year to stay at any given grade. Each term ends with a test of prior knowledge that increases in size and scope as they progress through Key Stage 3; quizzes will focus on key technical terminology and relevant historical context for Key Stage 4 that has been given to them through their studies in Key Stage 3. The repeated focus on skills and the regular cycle of assessment is designed to ensure pupils have heightened confidence in the foundational skills before they have to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                         |          |                                  |          |



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|  | <p>explore their applications, are regularly practising the skills they will rely on for their GCSE, and are frequently recalling key terminology and context that will prove useful in their studies.</p> |
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|  | <p>Challenge for pupils comes from increasing difficulty of texts studied. There is an expectation for pupils to grow as readers by <b>studying</b> and <b>applying their understanding of language and structure</b> to progressively more difficult texts that will prepare them for kind of things they will need to access for GCSE</p> |
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|  | <p>Baseline, formative and summative assessment pieces of work are part of each unit. This should allow teachers frequent opportunities to assess pupil progress, identify and remedy gaps in learning.</p> |
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