



**Key Stage 3 Curriculum Journey**

The curriculum in English will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer's craft and developing their understanding of how and where English as a subject has its place in culture.

**THE YEAR 7 CURRICULUM JOURNEY**

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Scheme of Learning	<b>An Introduction to Literature &amp; Short Stories</b>	<b>Classics: Charles Dickens</b>	<b>An Introduction to Shakespeare's Plays</b>		<b>Poetry from Other Cultures: "Voices from Across the World"</b>	<b>Non-Fiction &amp; Travel Writing</b>
GLS Provision: Text Choice(s)	Diverse Shorts Stories	Dickens' <i>A Christmas Carol</i> (1843)	Shakespeare's <i>Romeo and Juliet</i> (1595)		Assorted Poetry	Assorted Non-Fiction Extracts of Different Modes
Mainstream Provision: Text Choice(s)	Diverse Shorts Stories	Dickens' <i>Oliver Twist</i> (1838)	Shakespeare's <i>Romeo and Juliet</i> (1595) (Pearson's Accessible Shakespeare)		Assorted Poetry	Assorted Non-Fiction Extracts of Different Modes
Foundational Knowledge & Prior Learning Needed	<ul style="list-style-type: none"> <li>• build on learning from KS2 to understand the ideas of plot, character, setting and narrative (voice)</li> <li>• appreciate a range of different purposes behind fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• understand the ideas of plot, character, setting and narrative (voice)</li> <li>• appreciate a range of different purposes behind fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• understand the features of a dramatic text and how these texts are performed</li> <li>• appreciate that Shakespeare was a playwright working in the late sixteenth and early seventeenth century</li> </ul>		<ul style="list-style-type: none"> <li>• understand the features of poetic texts</li> <li>• appreciate that poetry tells a story, and identify the 'storyline' within poems</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the style, structure and features of travel writing</li> <li>• Understand the ideas of a range of travel writing</li> <li>• Understand the features appropriate to non-fiction</li> <li>• Begin to apply the features appropriate to nonfiction</li> <li>• Begin to use structural devices, a variety of words, vary sentences and</li> </ul>



					use a range of punctuation
Core Knowledge and/or Skills	<ul style="list-style-type: none"> <li>understand how plot and character contribute to making different meanings</li> <li>identify and select features of language from the text</li> <li>explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions</li> <li>make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references</li> </ul>	<ul style="list-style-type: none"> <li>develop understand how plot and character contribute to making different meanings</li> <li>identify and select features of language from the text</li> <li>explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions</li> <li>make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references</li> </ul>	<ul style="list-style-type: none"> <li>explore how the text communicates its main ideas through the interaction between plot and character and how these contribute to making different meanings</li> <li>examine how the context in which the play was constructed could have shaped its meanings</li> <li>identify and select features of language from the text</li> <li>make a clear and relevant point when explaining ideas in dramatic texts, and support these with textual references</li> </ul>	<ul style="list-style-type: none"> <li>explore how the text communicates its main ideas through the interaction between poetic voice and events, and then how these contribute to making different meanings</li> <li>examine how the culture in which the poem was written could have shaped its meanings</li> <li>identify and select features of language from the poem</li> <li>make a clear and relevant point when explaining ideas in poetic texts, and support these with textual references</li> </ul>	<ul style="list-style-type: none"> <li>Write imaginatively using some literary devices</li> <li>Practise writing in the style of travel writing and accurately adopt its conventions</li> <li>Begin to use structural devices with some effect</li> <li>Carefully select vocabulary for effect, varied sentences with some effect and use a range of punctuation with some effect</li> </ul>
Developmental Knowledge and/or Skills	<ul style="list-style-type: none"> <li>appreciate that texts develop different</li> </ul>	<ul style="list-style-type: none"> <li>appreciate that texts develop different</li> </ul>	<ul style="list-style-type: none"> <li>appreciate that texts develop different perspectives and points of view</li> </ul>	<ul style="list-style-type: none"> <li>appreciate that texts develop different</li> </ul>	<ul style="list-style-type: none"> <li>Writing is clear using a range of literary devices</li> </ul>



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	<ul style="list-style-type: none"><li>perspectives and points of view evaluate different types of narration and their effects</li><li>explore how texts communicate ideas by interpreting character representation, narrative and plot</li><li>understand how context can affect texts' meanings</li></ul>	<ul style="list-style-type: none"><li>perspectives and points of view evaluate different types of narration and their effects</li><li>explore how texts communicate ideas by interpreting character representation, narrative and plot</li><li>understand how context can affect texts' meanings</li></ul>	<ul style="list-style-type: none"><li>explore how texts communicate ideas by interpreting character representation, setting and plot</li><li>evaluate how context can affect texts' meanings</li></ul>	<p>cultural perspectives and points of view</p> <ul style="list-style-type: none"><li>explore how poetry communicates ideas by interpreting events, places, symbols and reactions</li><li>evaluate how culture can affect texts' meanings</li></ul>	<ul style="list-style-type: none"><li>The tone, style and register is generally matched to the purpose, audience and form</li><li>Use some structural devices purposely for effect</li><li>There is evidence of ambitious vocabulary, varied sentences for effect and use a range of punctuation for effect</li></ul>
Complex Knowledge and/or Skills	<ul style="list-style-type: none"><li>analyse how writers use features of language to achieve different effects</li><li>evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings</li></ul>	<ul style="list-style-type: none"><li>develop analysis skills on how writers use features of language to achieve different effects</li><li>evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings</li></ul>	<ul style="list-style-type: none"><li>analyse how writers use features of language to achieve different dramatic effects</li><li>evaluate how the plot is structured and sequenced in texts, and how this creates meanings</li></ul>	<ul style="list-style-type: none"><li>analyse how poets use features of language to achieve different poetic effects</li><li>compare how two poets present similar ideas and explore their effects</li></ul>	<ul style="list-style-type: none"><li>Writing is consistently clear using a range of literary devices</li><li>The tone, style and register is effectively matched to the purpose, audience and form</li><li>Use a range of structural devices purposely for effect</li><li>There is evidence of ambitious vocabulary for effect, carefully crafted sentences</li></ul>



					for effect and careful use of punctuation for effect
Sequencing & Linkages	Links Forward: <b>Poetry from Other Cultures: "Voices from Across the World" (7)</b>	Links Forward: <b>The 19th Century Novel (Stevenson's <i>Jekyll and Hyde</i>) (11)</b>	Links Forward: <b>Shakespeare's Tragedy and Villains (8)</b>  <b>Section A: Shakespeare (10)</b>	Links back: <b>An Introduction to Literature &amp; Short Stories</b>  Links Forward: <b>Poetry of Conflict(s) (9)</b>  <b>AQA Anthology: Power and Conflict Poems Past and Present (11)</b>	Links Forward: <b>Non-Fiction &amp; Criminology (9)</b>  <b>GCSE English Language Paper Two - Viewpoints and Perspectives (10)</b>
Links with the National Curriculum	<ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• write in sentences using Standard English</li> <li>• understand and use linguistic and literary terminology</li> </ul>	<ul style="list-style-type: none"> <li>• understand relationships between words, how to understand nuances in meaning and how to develop their understanding of figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate our rich and varied literary heritage</li> <li>• write formal and academic essays</li> <li>• develop resilience to write at length</li> </ul>	<ul style="list-style-type: none"> <li>• identifying a range of poetic devices in a range of poems from different genre, poets and times in history</li> <li>• make inferences and refer to evidence</li> <li>• write accurately, fluently, and effectively for pleasure and information through stories, scripts,</li> </ul>	<ul style="list-style-type: none"> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• write accurately, fluently, and effectively for pleasure and information [...] and other imaginative forms of writing</li> </ul>



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				poetry and other imaginative writing	
Literacy (including reading)	<ul style="list-style-type: none"><li>• understand the differences between American English and English</li><li>• write accurately in controlled sentences</li></ul>	<ul style="list-style-type: none"><li>• read for emotional literacy and imagination, as well as for comprehension</li></ul>	<ul style="list-style-type: none"><li>• understand and appreciate Shakespearean English</li></ul>	<ul style="list-style-type: none"><li>• Develop a love and appreciation for poetry through the ages</li><li>• understanding and developing ideas about poetry and how meaning is conveyed through language</li><li>• speak confidently and fluently using standard English</li></ul>	<ul style="list-style-type: none"><li>• read for cultural literacy and imagination, as well as for comprehension</li></ul>
Cultural Capital	<ul style="list-style-type: none"><li>• reflection on self and self-identity in relation to others and to society</li></ul>	<ul style="list-style-type: none"><li>• understanding other cultural perspectives helps reflection on British culture</li></ul>	<ul style="list-style-type: none"><li>• Shakespearean language and ideas are necessary to understand intertextual references</li></ul>	<ul style="list-style-type: none"><li>• encourage pupils to empathise with the differences in feelings and cultural experiences of others to help develop their understanding of other people's</li></ul>	<ul style="list-style-type: none"><li>• allows students to study, explore and write about parts of the world and globe which they may never have visited before (or ever get the chance to visit)</li></ul>



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				attitudes, ideas and behaviour.	
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> <li>developing skills of empathy and emotional intelligence; the negative effects of bullying</li> <li>difference and equality</li> </ul>	<ul style="list-style-type: none"> <li>understanding and appreciation of different cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>understanding moral dilemmas</li> <li>emotional intelligence and sensibility</li> </ul>	<ul style="list-style-type: none"> <li>pupils are provided with opportunities to extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in poetry</li> </ul>	<ul style="list-style-type: none"> <li>understanding and appreciation of different cultures and traditions</li> </ul>
Fundamental British Values	<ul style="list-style-type: none"> <li>compassion and tolerance (textual references)</li> <li>respect for others (textual references)</li> </ul>	<ul style="list-style-type: none"> <li>tolerance and harmony between different cultural traditions (textual references)</li> </ul>	<ul style="list-style-type: none"> <li>tolerance and harmony (textual references)</li> <li>respect for law and institutions</li> </ul>	<ul style="list-style-type: none"> <li>tolerance and harmony between different cultural traditions (textual references)</li> <li>Individual Liberty</li> </ul>	<ul style="list-style-type: none"> <li>respect for others (textual references) [across the world]</li> </ul>
Assessment	<p><b>Baseline (Summative) Extended Writing:</b> "My Best Piece" Fiction Writing</p> <p><b>"Choice" Extended Writing</b></p>	<p><b>"Choice" Extended Writing</b></p> <p><b>Summative Extended Writing:</b> Reader Response to Character/Theme in Dickens (analytical)</p>	<p><b>"Choice" Extended Writing:</b> Write a descriptive piece inspired by one of the scenes in the play (creative)</p> <p><b>Summative Extended Writing:</b> How does Shakespeare create an effective prologue in the play(s)?</p>	<p><b>"Choice" Extended Writing:</b> Write a descriptive piece inspired by one of the poems in the collection (creative)</p> <p><b>Summative Extended Writing:</b> How does Rupi Kaur present identity in her poetry?</p>	<p><b>"Choice" Extended Writing</b></p> <p><b>Summative Extended Writing:</b> write an extended response to a given stimulus linked to travel writing and its convention (transactional)</p>



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