



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 9 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Scheme of Learning	Non-Fiction & Criminology	Classics: Crime & Detective Fiction	Poetry of Conflict(s)	Cultural and Critical Media Studies	Social Responsibility	
GLS Provision: Text Choice(s)	Assorted Extracts 19th Century	Sherlock Holmes's <i>The Hound of the Baskervilles</i> (1902)	Unseen Poetry of Conflict(s) Booklet	Assorted Extracts	Willy Russell's <i>Blood Brothers</i> (1985) and Graeme Greene's <i>Brighton Rock</i> (1938)	
Mainstream Provision: Text Choice(s)	Assorted Extracts 19th Century	Sherlock Holmes's <i>The Hound of the Baskervilles</i> (1902)	Unseen Poetry of Conflict(s) Booklet	Assorted Extracts	Willy Russell's <i>Our Day Out</i> (1983)	
Foundational Knowledge & Prior Learning Needed	<ul style="list-style-type: none"> show a basic understanding of the writer's intention (effect) and identify the writer's methods in a piece of non-fiction writing begin to compare texts 	<ul style="list-style-type: none"> understand the ideas of genre, plot, character, narrative (and narrative voice) and setting (time and place), theme appreciate a range of different purposes behind fiction texts 	<ul style="list-style-type: none"> understanding the fundamental features of poetry, in how it is written and structured understand the setting (time and place) and context of historical and contemporary poets and their poems understand how poetry is written for a range of different purposes, about a range of different ideas 		<ul style="list-style-type: none"> understand the ideas of genre, plot, character, narrative (and narrative voice) and setting (time and place), theme understand the structure of a play and the significance of this appreciate a range of different purposes behind fiction texts 	
Core Knowledge and/or Skills	<ul style="list-style-type: none"> Identify and begin to discuss the 	<ul style="list-style-type: none"> understanding how plot and character and 	<ul style="list-style-type: none"> communicating ideas about how language and structure are 		<ul style="list-style-type: none"> understanding how plot and character and theme contribute to making different 	

	<p>writer's methods</p> <ul style="list-style-type: none"> begin to show a clear understanding of the writer's intention (effect) using some analytical terms demonstrate some understanding of how the writer's communicates viewpoints and perspectives show a clear comparison of text/s. 	<p>theme contribute to making different meanings</p> <ul style="list-style-type: none"> identify and select features of language from the text explain the techniques of how writers animate characters through developing their feelings, emotions, attitudes and reactions make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references 	<p>used within poems to create meanings</p> <ul style="list-style-type: none"> to identify and select a range of features of language to anchor these ideas making clear and relevant points about ideas from within the poem, supported with sound textual references 		<p>meanings within dramatic plays and novels</p> <ul style="list-style-type: none"> identify and select features of language from the text explain the techniques of how writers use characterisation through developing their feelings, emotions, attitudes and reactions make a clear and relevant point when explaining ideas in fiction texts, and support these with textual references
<p>Developmental Knowledge and/or Skills</p>	<ul style="list-style-type: none"> identify and analyse a wide range of writer's methods and show a clear understanding of writer's craft 	<ul style="list-style-type: none"> appreciate that texts develop different perspectives and points of view evaluate different types of 	<ul style="list-style-type: none"> interpreting different ideas about meaning(s) from poets' uses of language and structure interpreting how emotions, feelings 		<ul style="list-style-type: none"> appreciate that texts develop different perspectives and points of view through narrative, structure and language evaluate different types of narration and their effects explore how texts communicate ideas by interpreting character representation, narrative and plot

	<p>(effect) using a range of analytical terms</p> <ul style="list-style-type: none"> • understand how and why a text is structured to present a viewpoint or perspective 	<p>narration and their effects</p> <ul style="list-style-type: none"> • explore how texts communicate ideas by interpreting character representation, narrative and plot • understand how context can affect texts' meanings 	<p>and thoughts are evident within a range of poetic material</p> <ul style="list-style-type: none"> • communicating ideas about the effects of these choices in order to articulate a deeper understanding of poetic material 		<ul style="list-style-type: none"> • understand how context can affect texts' meanings
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<p>Complex Knowledge and/or Skills</p>	<ul style="list-style-type: none"> critically analyse a wide range of writer's methods and show a sophisticated understanding of writer's craft (effect) using a range of analytical terms in a critical way evaluate how and why a text is structured to convey a viewpoint of perspective analyse the effect of the chosen language Show a sophisticated, critical and synthesised comparison between texts 	<ul style="list-style-type: none"> analyse critically how writers use features of language to achieve different effects evaluate how the narrative and plot are structured and sequenced in texts, and how this creates meanings 	<ul style="list-style-type: none"> deepening understanding of the different, varied types of conflict, as that which is central to the intentions of the poets in the scheme articulating how these concepts are evident in – and central to - the meaning(s) created by the poets' use of language drawing connections between the works of the poets throughout the scheme, in order to deepen understanding of (one of) our principal curriculum strand: conflict 		<ul style="list-style-type: none"> deepening understanding of the different, varied types of conflict, as that which is central to the intentions of the poets in the scheme articulating how these concepts are evident in – and central to - the meaning(s) created by the poets' use of language drawing connections between the works of the poets throughout the scheme, in order to deepen understanding of (one of) our principal curriculum strand: conflict
<p>Structure & Sequencing</p>	<p>The English curriculum is further structured and sequenced through a series of thematic narratives which connect across all the subject material being studied; this enables learners to make connections, transfer their learning and develop more sophisticated skills in conceptualisation. The thematic narratives which are developed and explored across all key stage areas are: the nature of identity, conflict, society and relationships.</p>				

<p>Links with the National Curriculum</p>	<ul style="list-style-type: none"> develop the habit of reading widely and often, for [...] information 	<ul style="list-style-type: none"> understanding a range of increasingly challenging texts through a range of extracts to whole text study developing key emotional and social issues through studying texts in context building vocabulary and increasingly more sophisticated use of language to create meaning and effect Plan, proofread, edit and develop structure through reading and writing 	<ul style="list-style-type: none"> identifying a range of poetic devices in a range of poems from different genre, poets and times in history make inferences and refer to evidence write accurately, fluently, and effectively for pleasure and information through stories, scripts, poetry and other imaginative writing 		<ul style="list-style-type: none"> understanding how the work of dramatists is communicated through staging, performance and scripting developing key emotional and social issues through studying texts in context building vocabulary and increasingly more sophisticated use of language to create meaning and effect plan, proofread, edit and develop structure through reading and writing
<p>Literacy (including reading)</p>	<ul style="list-style-type: none"> read for emotional literacy (perspectives) and imagination, as well as for comprehension 	<ul style="list-style-type: none"> develop language analysis skills write accurately, fluently, and effectively for pleasure and information through stories, scripts, poetry and other imaginative writing 	<ul style="list-style-type: none"> Develop a love and appreciation for poetry through the ages understanding and developing ideas about poetry and how meaning is conveyed through language speak confidently and fluently using standard English 		<ul style="list-style-type: none"> develop a love and appreciation for literature from a range of genres and ages read critically through studying setting, plot and structure focus on different forms comparing a play with a novel

		<ul style="list-style-type: none"> read a wide range of texts for both pleasure and study 			
Cultural Capital	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. consider causality and the factors impacting upon people's attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 	<ul style="list-style-type: none"> encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour. 		<ul style="list-style-type: none"> understanding other cultural perspectives from the past and how they impact today's societal behaviours and understandings
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> develop an awareness that right and wrong in life situations is not always universally agreed. Pupils explore how the choice of language used and style affects implied and explicit meaning in non-fiction texts 	<ul style="list-style-type: none"> pupils are provided with opportunities to extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama. 	<ul style="list-style-type: none"> pupils are provided with opportunities to extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama. 		<ul style="list-style-type: none"> pupils are provided with opportunities to extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama. pupils explore how the choice of language used and style affects implied and explicit meaning.
Fundamental British Values	<ul style="list-style-type: none"> The rule of law democracy 	<ul style="list-style-type: none"> The rule of law democracy 	<ul style="list-style-type: none"> Democracy Individual liberty 		<ul style="list-style-type: none"> the rule of law mutual respect and tolerance for others
Assessment	"Choice" Extended Writing	"Choice" Extended Writing	"Choice" Extended Writing		End of Year Examination Series "Choice" Extended Writing: write an

	Summative Extended Writing	Summative Extended Writing	Summative Extended Writing: Compare the ways in which ideas about identity are presented in Agard's 'Checking Out Me History' and one other poem from the collection (-/30)		2025: AQA Language Paper One-style Examination Paper (KS3)	<p>extended response to a given stimulus linked to text choice and its convention</p> <p>Summative Extended Writing: how does the writer build our impression of the character(s) [...] in extracts [...]? (analytical)</p>
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