



Bank View School

English Key Stage 3 Curriculum Overview

What does every scheme of learning include?

Every scheme of learning aims to develop our pupils' reading, writing and spoken language skills. Our schemes of learning will also aim to develop pupils' moral, social and cultural awareness and knowledge through the reading a range of texts and writing in different styles, forms and for different audiences. Every scheme of learning will include example texts of fiction, non-fiction, poetry, short stories, and plays (unless the SOL is focused on a particular text type where this might not be feasible). Each SOL will develop key vocabulary. We aim to build in repetitive quizzing of key terms and knowledge to ensure that it is embedded in long-term memory.

Reading Stars at Key Stage 3:

The Reading Stars lessons are aimed at pupils improving their reading, phonics and spelling at an individual level. Pupils work in ability groups/pairs and at times independently. The wide range of reading resources available means that pupils can continuously work at a suitable level for their personal development. Reading Stars lessons are used to help the pupils improve their overall reading skills. In these lessons, pupils read a range of texts on their own or in groups, implementing guided reading strategies. They then complete a range of tasks related to these texts. See subject overview for more information.

Key Concepts:

Our key concepts are all connected. They are broad components that are repeated in every year of the curriculum. Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

Seven Key Concepts

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| 1. Reading and a deep study of a rich array of texts |
| 2. Knowledge, viewpoints and empathy |
| 3. Experiences of a wide range of writers and how they craft |
| 4. Vocabulary |
| 5. Technical Accuracy |
| 6. Writing |
| 7. Communicating |

Year 7	Year 8	Year 9
<p data-bbox="344 260 658 288">Topic: Overcoming Fears</p> <p data-bbox="456 333 546 362">Fiction: Coraline by Neil Gaiman</p> <p data-bbox="434 442 568 470">Non-fiction: Extract from Anne Frank – Wednesday, January 13, 1943</p> <p data-bbox="456 585 546 614">Poetry: Mirror by Sylvia Plath</p> <p data-bbox="456 694 546 722">Writing: Imaginative Writing Descriptive Writing</p> <p data-bbox="344 837 658 866">Subject Specific Knowledge: Protagonist, adjectives, blurb, similes, alliteration, tension, comprehension, adverbs, fiction, non-fiction, diary.</p> <p data-bbox="344 1016 658 1045">Cultural Capital Knowledge:</p> <ul data-bbox="255 1054 786 1230" style="list-style-type: none"> • Empathy and perspective, identity, resilience, literary appreciation, family and relationships. • Extra-curricular activity: Kinsley and Co Bookstore visit, linked with reading stars. 	<p data-bbox="987 260 1245 288">Topic: Gothic Fiction</p> <p data-bbox="1077 333 1155 362">Fiction: The Tell-Tale Heart by Edgar Allen Poe (1843) Extract from Frankenstein by Mary Shelley (1818) The Monkey's Paw by W.W. Jacobs (1902)</p> <p data-bbox="1050 512 1184 541">Non-fiction: Gothic Writers Research</p> <p data-bbox="1077 624 1155 652">Poetry: The Laboratory by Robert Browning (1844)</p> <p data-bbox="1072 729 1162 758">Writing: Narrative writing Descriptive writing Information writing Structuring writing</p> <p data-bbox="960 946 1274 975">Subject Specific Knowledge: Genre, author, pathetic fallacy, tension, rhetorical questions, repetition, short sentences, adjectives, similes, poem, poet, atmosphere.</p> <p data-bbox="960 1125 1274 1153">Cultural Capital Knowledge:</p> <ul data-bbox="904 1163 1391 1299" style="list-style-type: none"> • Evolution of literature, creativity and storytelling, psychological exploration, empathy and perspective, literary appreciation. 	<p data-bbox="1565 260 1906 288">Topic: Power and Corruption</p> <p data-bbox="1688 333 1778 362">Fiction: Animal Farm by George Orwell <i>*Holes by Louis Sachar</i></p> <p data-bbox="1666 480 1800 509">Non-fiction: Context on the Russian Revolution and Stalinism The Stakhanovite Movement texts The Stanford prison experiment text</p> <p data-bbox="1688 662 1778 691">Writing: Persuasive writing Descriptive writing Information writing</p> <p data-bbox="1576 841 1890 869">Subject Specific Knowledge: Emotive language, adjectives, direct address, repetition, persuasive, blurb, annotations.</p> <p data-bbox="1576 984 1890 1013">Cultural Capital Knowledge:</p> <ul data-bbox="1520 1023 2018 1158" style="list-style-type: none"> • Propaganda, bias, Russian revolution, dictatorship and tyranny, power and influence, empathy and perspective and literary appreciation.

	<ul style="list-style-type: none"> • Extra-curricular activity: Waterstones bookstore visit – linked with reading stars. 	
<p>Topic: Poetry Across Cultures</p> <p>Poetry: A Red, Red Rose by Robert Burns Half Caste by John Agard Grace by Frank and Seán O'Meara Nothing's Changed by Tatamkhulu Afrika Presents from my aunts in Pakistan by Moniza Alvi Search For My Tongue Sujata Bhatt Maya Angelou's 'Caged Bird,'</p> <p>Non-Fiction: Context of Poets John Agard Interview - Emirates Literature Foundation Kilmainham Gaol; Former Prison Turned Tourist Attraction Article</p> <p>Writing: Structuring writing Writing a poem</p> <p>Subject Specific Knowledge: Simile, metaphor, hyperbole, personification, onomatopoeia, repetition, rhyming, stanzas, culture, poet, poetry, poem.</p>	<p>Topic: Seeking Refuge</p> <p>Fiction: Welcome to Nowhere by Elizabeth Lard/ <i>*Kensuke's Kingdom by Michael Morpurgo</i></p> <p>Non-fiction: What's happening in Syria? - CBBC Newsround Women in Education Malala Yousafzai Letter from the Author Leaflet - in-search-of-safety</p> <p>Poetry: Refugees by Brian Bilston</p> <p>Writing: Imaginative writing Transactional Writing Persuasive writing</p> <p>Subject Specific Knowledge: Protagonist, adjectives, emotive language, suspense, facts, statistics, themes, fiction, non-fiction, synonyms, climax, audience and purpose.</p> <p>Cultural Capital Knowledge:</p> <ul style="list-style-type: none"> • Refugee experience, empathy and perspective, social and justice activity, 	<p>Topic: Powerful Words and Speakers</p> <p>Non- Fiction <u>Speeches from the following:</u> Alexander the Great Martin Luther King Winston Churchill Greta Thunberg Emma González John Boyega</p> <p>Writing: Persuasive writing Information writing Structuring writing</p> <p>Subject Specific Knowledge: Rhetoric, facts, statistics, hyperbole, repetition, rhetorical question, direct address, emotive language, audience and purpose.</p> <p>Cultural Capital Knowledge:</p> <ul style="list-style-type: none"> • Civil rights, cultural diversity, ancient history, historical understanding, racial equality, empathy, global citizenship, social justice and activism, environmental awareness.

<p>Cultural Capital Knowledge:</p> <ul style="list-style-type: none"> • Cultural diversity, identity, historical understanding, literary appreciation, celebrating values, political events and their impact, cross-cultural understating, heritage, social justice and activism, empathy and perspective. • Extra-curricular activity: Author visit, linked with poetry. 	<p>cross cultural understanding and women’s rights.</p> <ul style="list-style-type: none"> • Extra-curricular activity: Organising and taking part in a fundraiser. 	<ul style="list-style-type: none"> • Extra Curriculum: Sporting Celebrity School Visits (schoolworkshops.com).
<p>Topic: Introduction to Shakespeare</p> <p>Fiction: A Midsummers Night's Dream by William Shakespeare</p> <p>Poetry: A Fairy Song, sonnet, by William Shakespeare</p> <p>Non-Fiction: Introducing Shakespeare BBC Teach documentary</p> <p>Writing: Descriptive Writing Imaginative Writing Information Writing</p> <p>Subject Specific Knowledge: Comedy, dialogue, contrast, poetic imagery, diary and themes.</p> <p>Cultural Capital Knowledge:</p>	<p>Topic: Love and Shakespeare</p> <p>Fiction: Romeo and Juliet by William Shakespeare</p> <p>Non-Fiction Valentine’s Day Article</p> <p>Poetry: Sonnet 116 by William Shakespeare</p> <p>Writing: Informative Writing Imaginative Writing Structuring Writing</p> <p>Subject Specific Knowledge: Tragedy, prologue, dialogue, sonnet, metaphor and simile.</p> <p>Cultural Capital Knowledge:</p> <ul style="list-style-type: none"> • Patriarchy, Elizabethan culture and 	<p>Topic: War Literature</p> <p>Fiction: Journey’s End by R.C. Sherriff <i>*War horse by Michael Morpurgo</i></p> <p>Non-fiction: Wilfred Owen BBC Documentary Research on poets who wrote war poetry Living in trenches</p> <p>Poetry: ‘The Call’ ‘Who’s For The Game?’ ‘Dulce Et Decorum Est’ ‘Trench Idyll’ ‘Suicide In The Trenches’</p> <p>Writing: Transactional writing Poetry Writing</p> <p>Subject Specific Knowledge:</p>

<ul style="list-style-type: none"> • Historical and cultural context, theatre and performance, gender roles and relationships, fantasy and imagination. • Extra-curricular activity: Visit Liverpool library and apply for library card/ M&M production company visit. 	<p>traditions, theatre and performance, history and culture love and relationships, tragedy and conflict, social division.</p> <ul style="list-style-type: none"> • Extra-curricular activity: Spooky Shakespeare, Shakespeare North Playhouse / M&M production company visit. 	<p>Quotations, dramatic tension, simile, metaphor, imagery, stanza, poet, poetry and dialogue.</p> <p>Cultural Capital Knowledge:</p> <ul style="list-style-type: none"> • Leadership and authority, theatre and performance, war and conflict, relationships and comradeship, history and cultural context, propaganda, patriotism, nature and the environment. • Extra-curricular activity: Imperial War Museum (Manchester)/ M&M production company visit.
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*Nurture class texts