





KS3 Curriculum Intent for English at Blessed Robert Sutton Catholic Voluntary Academy

	<p><u>Overall Aim of the English Department</u></p> <ul style="list-style-type: none">• To instil in students a love of literature and reading, and an appreciation of the nuances of language in order to be able to communicate clearly and effectively.• To develop a love of reading that will last a life time• To encourage students to think autonomously, develop opinions and arguments and be able to express these with clarity and impact• To explore contemporary issues for young people today to ensure that learning is relevant and interesting
	<p><u>English will teach spiritual development by ...</u></p> <ul style="list-style-type: none">• Giving opportunities to reflect on personal values• Exploring philosophical and ethical issues
	<p><u>English will teach social excellence through...</u></p> <ul style="list-style-type: none">• Exploring key issues in society, including prejudice, morality and justice• Considering the opinions, experiences and perspectives of others• Discussing emotions in an open and constructive way
	<p><u>English will teach academic excellence by...</u></p> <ul style="list-style-type: none">• Allowing students to understanding significant historical events• Studying a range of literature from different time periods, and different cultures• Encouraging exploration of deep and thoughtful ideas and concepts

Key Stage 3 Course description

We do not start GCSE study at KS3, but we do focus on GCSE skills, including analytical writing about texts, creative writing and persuasive non-fiction writing. All units are taught holistically, with these key skills being interwoven in the sequence of lessons delivered. The aim of KS3 is to cultivate a love of English whilst developing key specific skills needed at GCSE: that way, once students are in Year 10, they are equipped and ready to tackle the content challenge of GCSE without having to sacrifice time gaining skills.

Year 7

All Year 7 classes begin by studying the modern novel 'Jessica's Ghost' in order to create a solid foundation to start understanding the key skills required at KS3 and KS4. Reading and writing skills are taught holistically though the unit of work, allowing students the opportunity to work both creatively and analytically, and to understand the expected format of each skill. Study will focus on exploration of modern issues such as refugees and gender stereotyping, as well as considering a writer's ideas and intentions, moving beyond simple understanding of plot and character. This novel has been specifically chosen for its themes around friendship and fitting in.

The next unit of work is 'Crime and Punishment', which gives students a chance to study non-fiction texts such as newspaper articles and letters, considering how writers use their words to convey their ideas, and to persuade and

influence their reader's opinion on the issue. This unit begins by studying issues in Victorian society, including capital punishment, and allows students the opportunity to reflect on how attitudes have changed over time. This unit aims to help students to develop confidence when approaching 19th century texts, and has strong links to the SAVE and Character programmes as it explores different types of crime, punishment, consequences and ideas of justice and morality.

Learning then moves onto the Shakespeare play 'The Tempest', studying the play in original but shortened form. This allows students to experience Shakespeare in his original language, but without having to tackle excessive lengths of text. The aim of this unit is to help students develop confidence in reading Shakespearian text, and study dramatic devices used by playwrights.

The final unit of study for Year 7 students is 'Romantic Poetry'. Learning centres on the work of William Blake, a poet later studied in the GCSE Poetry Anthology, and students analyse how he presents his ideas in his work, informed by contextual understanding of the literary movement and society at the time. Comparison is key skill developed through the linking together of poems across his collection 'Songs of Innocence and Experience', and students are encouraged to thoughtfully explore the methods used by the poet to craft his ideas and present powerful pieces.

Year 8

All Year 8 classes begin by studying a modern novel in order to build on the skills developed Year 7, and to promote cohesion in the group – studying a novel is a great way to hook students into the new year of learning, and bring them together as a group. Reading and writing skills are taught holistically through the unit of work, allowing students the opportunity to work both creatively and analytically, and to hone skills formed in Year 7. Study will focus on exploration of the modern issues presented in each text such as refugees, racism and homelessness, as well as considering a writer's ideas and intentions. Novels studied differ in each group to allow for differentiation in text accessibility, and for the dynamic of each group to be suitably recognised. All novels offer the opportunity to build and develop key skills.

The next unit of work is based on the Shakespearian tragedy 'Othello'. A real emphasis on developing an understanding of contextual ideas and perspectives underpins this unit of work, looking at patriarchy and the role of women in the Jacobean era. Application of social paradigms in order to explain and analyse texts in more detail drives students' understanding and work around the play.

The final unit of Year 8 is 'Poetry and Place'. This topic allows students to explore how writers present places in poetry, and to create their own descriptive work, using carefully crafted language to depict place and sustain atmosphere in writing. This unit also offers an interesting and exciting mini project called 'Friary Island', in which students apply their understanding of travel writing from studying texts in order to create their own holiday destination, which allows them to springboard into further creative writing tasks, and non-fiction persuasive writing.

Year 9

Year 9 begins with studying the classic novel 'Oliver Twist'. Reading is led by the application of context such as the understanding the judicial system of the Victorian Era, and the views of society at the time about class and poverty. Once again, students are guided to consider understanding beyond the plot, and to really explore how Dickens was a social commentator who wanted to incite change in his society.

The next unit of study in Year 9 is the Modern Novel. After the heavy cognitive workload of 'Oliver Twist', this unit allows students to build and develop their skills but with more accessible texts. Classes study modern novels that tackle contemporary issues such as identity, racism and prejudice. Again, the unit holistically incorporates both reading and writing tasks at suitable points, to ensure that students are honing and developing key skills.

Next students study a unit on 'War Poetry', which allows them to consolidate key language analysis skills, and revisit knowledge of poetry from Year 8. This unit explores different perspectives on war, and develops skills of comparison and evaluation.

The final is the Shakespearian comedy 'Much Ado about Nothing'. As in Year 7, students study the play in original but shortened form. This allows students to experience Shakespeare in his original language, but without having to tackle excessive lengths of text. This unit once again applies contextual ideas in order to promote a deep understanding of the ideas presented, especially around marriage and relationships in the Elizabethan Era. Students are encouraged to consider how perspectives have changed over 400 years, and to create convincing arguments about the events and characters, using textual references confidently to support their ideas.

Assessments

Where appropriate and effective in a unit of work, students will be assessed on their reading and writing skills. This work will inform the SPC grade reported 3 times through the year. Regular whole class feedback, informed by work completed in students' books and discussions in lessons ensures teachers track progress over time.

Students are assessed using a condensed and simplified GCSE criteria, which allows teachers to arrive at a GCSE equivalent grade. Consideration is taken when awarding KS3 grades of the support and scaffold used in assessment.

The expectation is that a student's journey through English at Blessed Robert Sutton will be ascending and linear as they traverse as smoothly as possible from KS3 into KS4. By using a GCSE skills based criteria at KS3, the application of grades after transition into KS4 is as effective as possible so as to avoid any sense of 'going backwards' or regression in progress.

Ways to help my child succeed

- Read with them and promote reading
- Encourage them to stay up to date with current affairs
- Discuss social issues with them