

## Long Term Overview KS3 English

Year 7	<b>Unit Title</b>	<b>Prose Study:</b> The Boy in the Striped Pyjamas	<b>Fictional Writing:</b> Telling Tales	<b>Fictional Reading &amp; Writing:</b> Spy Fiction	<b>Poetry:</b> Introduction to Poetry	<b>Shakespeare:</b> Macbeth	<b>Fictional Writing:</b> Short Stories
	<b>Term</b>	<b>Autumn (a)</b>	<b>Autumn (b)</b>	<b>Spring (a)</b>	<b>Spring (b)</b>	<b>Summer (a)</b>	<b>Spring (b)</b>
	<b>No. Weeks</b>	<b>6 Weeks</b>	<b>7 Weeks</b>	<b>6 Weeks</b>	<b>6 Weeks</b>	<b>6 Weeks</b>	<b>6 Weeks</b>
	<b>What We Will Learn</b>	The unit is designed to build upon novels studied in Years 5 and 6. Students will read the novel as a whole class.	Students will read study a novel which is written in letter form.	Students will identify features journalists use to engage and manipulate their readers.	Students will read poems both as shared text and within groups.	Students will read the play in its entirety and focus specifically on key scenes in the play.	Students will read a collection of short stories by a variety of authors.
	<b>What We Will Do</b>	They will complete reading journals as well as researching and developing the powerful imagery contained in the story as well as focusing on characters and the themes which empower the story.	They will produce their own informal and formal letters in role as one of the fictional characters, writing and conducting a balanced argument on dog fighting as well as writing biographical and autobiographical pieces for characters in the novel.	They will produce their own documents including a newspaper report, an article for a 'gossip' magazine as well as focusing on the key features of both text types.	They will write poetry showing understanding of both the poetic techniques used by the poets studied, and the themes within their work. They will produce pieces of analytical writing and also engage in speaking and listening activities.	They will participate in drama activities and learn about the key themes of the play by putting them into contemporary contexts and produce a poster for a theatrical performance of the play.	Students will write their own short stories in different forms including blogs, diary entries and specific fictional genres such as mystery and horror stories.
	<b>Skills Learned</b>	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO4 (Lang):</b> Evaluate texts critically and support with textual references.</p>	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO4 (Lang):</b> Evaluate texts critically and support with textual references.</p>	<p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO4 (Lang):</b> Evaluate texts critically and support with textual references.</p>	<p><b>AO2 (Lit):</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology.</p> <p><b>AO3 (Lit):</b> Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><b>AO3 (Lang):</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<p><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><b>AO7:</b> Demonstrate presentation skills in a formal setting.</p> <p><b>AO8:</b> Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO4 (Lang):</b> Evaluate texts critically and support with textual references.</p>

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Year 8	Unit Title	Prose Study: Stone Cold	Media/Drama: Reality TV	Prose Study: Gothic Horror	Non-Fiction Writing: G Force	Poetry: Cultures & Traditions
	Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)/Summer (a)	Spring (b)
	No. Weeks	6 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks
	What We Will Learn	The first unit of Key Stage 3 English focuses on integrating new students into the school. During the unit, staff assess students' competencies in Reading and Writing as well as Speaking and Listening to identify any gaps from Key Stage 2.	Students will watch a series of 'Reality TV Programmes' create, develop and sustain credible characters using a range of drama techniques, such as role on the wall, hot seating and role play.	Students will explore a range of texts within the Gothic genre including key scenes from 'Dracula', 'The Red Room', 'The Tell Tale Heart' and 'Frankenstein'. They will begin by focusing on contextual information, helping them understand the writer's purpose when analysing language and structure in texts.	The unit focuses on features of information and explanation texts with all aspects of the unit focusing specifically on Alton Towers Resort in Staffordshire.	The unit will encourage and develop student's understanding and enjoyment of reading poems from different cultures and traditions.
Year 8	What We Will Do	Students will study the complete novel and use the skills of inference and deduction to read between the lines as well as begin to empathise with the characters and events portrayed in the novel. Writing for a purpose will feature strongly within this unit as well as students completing tasks to show their understanding of what they have read in the novel.	Lessons will focus on techniques used in reality TV to create superficial atmospheres, tension etc. and create their own play scripts based on well-known reality programmes and use drama to model these techniques in staged tasks.	Students will focus specifically on the descriptions used by the authors to describe the characters/monsters as well as focus on how tension is built up in the stories. They will also use the Gothic conventions to write a descriptive piece themselves alongside writing their own horror stories and analyse key characters and the writing styles of the authors, comparing and contrasting key details.	Students will conduct research into theme parks and their leaflets, collecting information in note form and then producing their own information and explanation texts for the theme park. Students will produce a variety of texts including newspaper reports, recounts and explanation texts.	Students will research the cultural connections to the poem, analyse the poems, write analytically about them, and try to recreate the poetic devices used in the poems in their own writing.
	Skills Learned	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO4 (Lang):</b> Evaluate texts critically and support with textual references.</p>	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p>	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO4 (Lang):</b> Evaluate texts critically and support with textual references.</p>	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO4 (Lang):</b> Evaluate texts critically and support with textual references.</p>	<p><b>AO2 (Lit):</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology.</p> <p><b>AO3 (Lit):</b> Show understanding of the relationships between texts and the contexts in which they were written.</p> <p><b>AO3 (Lang):</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>

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Year 8	Unit Title	Prose Study: Noughts and Crosses	Media: Film Studies - Avatar	Non-Fiction: Travel Writing	Shakespeare: Romeo and Juliet
	Term	Spring (a)	Spring (b)/Summer (a)	Spring (b)	
	No. Weeks	6 Weeks	6 Weeks	6 Weeks	
	What We Will Learn	This unit will provide students with opportunities to read a literary text as well as encourage them to reflect on a writer's presentation of ideas and viewpoints in the text.	The focus of the unit is media. Using the film 'Avatar', students will learn about media techniques, forms and audience as well as learning about characterization and choices made in film media and how they impact on the viewers.	Students will conduct research into London, comparing key aspects to other areas of the world. Within the unit, students will experience a residential to London, visiting key landmarks, trips to the theatre and visiting Shakespeare's Globe Theatre.	The full version (differentiated versions available) of 'Romeo and Juliet' is used to anchor discussions about the core themes of 'Love and Hate'. Students will build on the Shakespearean knowledge they have gained from their study of 'Macbeth' and in Year 7 as well as their explorations of themes and concepts including: 'Relationships' Ethics and Morality' 'Society' 'Loyalty and Betrayal' and 'Duty and Courage' to analyse the play in its entirety.
Year 8	What We Will Do	Students will demonstrate a range of writing as well as write for a variety of purposes and audiences as well as comment on the writer's style and form in relation to the historical contexts/cultural themes/issues the novels tackles. Texts produced include, a balanced argument, letter, diary entry, re-written lyrics to a well-known song and also analyse the writers' craft, purpose and style, commenting on key themes within the novel.	Students will work on film excerpts as well as producing film reviews, posters and also comparing various aspects of films.	Students will focus on the key features of travel books and brochures and produce their own travel brochure aimed at promoting a specific area to potential tourists	Students will study the whole play, acting out key scenes in order to gain a greater understanding of the plot, characters, cultural and historical setting as well as producing their own contemporary versions of key scenes from the play.
	Skills Learned	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO4 (Lang):</b> Evaluate texts critically and support with textual references.</p>	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p>	<p><b>AO2 (Lang):</b> Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology.</p> <p><b>AO5 (Lang):</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p><b>AO4 (Lang):</b> Evaluate texts critically and support with textual references.</p>	<p><b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p><b>AO7:</b> Demonstrate presentation skills in a formal setting.</p> <p><b>AO8:</b> Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</p>



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