

Roundwood Park School



Knowledge Outline for KS3 English

- Students must have a confident understanding of Shakespeare with an understanding of more than one Shakespeare play and an awareness of how prolific and influential Shakespeare was within the heritage of English Literature.
- Students must be able to use varying linguistic and structural techniques in order to express themselves creatively. They must be able to identify and utilise these techniques with confidence.
- Students must have a wide, varied appreciation of poetry – not just from the Literary Canon, but from a multi-cultural perspective as well.
- Students must have read a minimum of 3 whole novels by the time they complete KS3. We have introduced three texts all from different genres in order to stimulate further reading. We have introduced: Dystopian novels, War fiction, Classic literature, Gothic literature to ensure that they are building their cultural capital.
- By the time a student leaves KS3 they must be able to write and interpret viewpoint pieces, news articles, persuasive pieces and to be able to write a balanced argument. A student will have strategies to spot fake news, and solid journalism which provides them with skills necessary to navigate the wider world.
- Our students should understand why language changes and how we communicate is in constant flux. They will understand about form and formality and will know which is appropriate.

By the end of KS 3 students will know

By the time a student leaves year 9, they will be able to interpret and contribute to the world around them by being able to read the explicit messages within a text yet understand the implicit messages hidden within it. They will be able to respond with a balanced, analytical and articulate use of the English Language. A student will be aware and mindful that everything they read has a context, or a bias. They will be discerning readers of any text, and they will be mindful of the veracity of non-fiction writing. When reading for pleasure, they will have a broad experience of the literary greats and an open mind to modern texts or unusual perspectives.

By the end of KS3, a student will have had a wide exposure to texts from the English Canon, but also exposure to modern texts from a wide variety of genres. They will have experienced texts from several forms: plays, non-fiction, novels and poetry.

Year / term	Unit of work	Core Knowledge Year 7	Intent and Skills of Year 7 English
YEAR 7 AUTUMN TERM 1	The History of the English language: Chaucer to present day	<ul style="list-style-type: none"> Students will understand where our language has come from and see how far it has changed. They will look at the etymology of words. They will explore what life was like in the middle ages. Students will look at The Canterbury tales and explore The Knight's Tale and the miller's Tale. Students will read and analyse Walter Raleigh's poetry. Students will read and analyse William Wordsworth's Daffodils. Students will learn about the Romantic poets Students will explore Victorian society with a focus on Charles Dickens and how he wrote about what he observed. Students will learn about a 19th Century attitude to Industrialisation and the pastoral. Students will explore features of spoken language. 	<ul style="list-style-type: none"> By the end of year 7 the basic form of analytical writing will be learned. There will not be the added details of alternative interpretation and context will only be natural for our mastering or top securing learners. Although year 7 students will have a basic understanding of context and how it impacts our understanding of a text. This will be clear for older texts, but not so much with modern texts. Students will have varied creative writing tools and be able to comfortably create a metaphor, simile and some personification. More able students may be able to extend their metaphor or include some alliteration and sibilance for effect. Some year 7 students (mastering and securing students) will be able to explore the impact of a metaphor/ simile on the reader. All year 7 students should be able to analyse the intended impact or the connotations of a verb choice or an adjective choice. Some year 7s will be able to explore the impact of a noun phrase, a preposition or an unusual pronoun. Students will have a solid understanding of how our Language has evolved and be secure in the difference between spoken and written language. Students will have read and analysed a whole fiction text. For many this will be their first text. Students will be able to make predictions about a text using clues and inferences from the writer. Students will have learned how to take part in class discussion and how to form an intelligent and solid argument. More able students will be able to consider a counter argument. Students will have a solid understanding of Shakespeare's world and the way he made his plays. They will understand the literary traditions of The Globe and they will have a working knowledge of several plays, although they will not have read them fully.
YEAR 7 AUTUMN TERM 2	Creative Thinking	<ul style="list-style-type: none"> Students will consider the use of senses in their writing. Students will learn about stereotypes and avoid using them in their writing. Student will learn about duologues. By the end of the unit they will be mindful of their Point of View when creating their own writing. They will write poetry from unusual perspectives. They will create six word stories 	
YEAR 7 SPRING TERM 1	Shakespeare: An Introduction	<ul style="list-style-type: none"> They will know several key dates and facts about Shakespeare's life Student undertake a research project on Shakespeare and they will know how to research and plan their own time. They will learn about the Globe and the traditions of performance. They will understand the conventions of a tragedy. They will understand the typical conventions of a comedy. They will be able to use their knowledge of a Shakespearean character to build on Shakespeare's stories and write creatively themselves. 	
YEAR 7 SPRING TERM 2	Modern Novel: The Giver	<ul style="list-style-type: none"> Students will study The Giver. Students will learn what 'Dystopia' means, look at the genre, and understand what makes a dystopian novel. Students will learn about different political regimes and learn some associated vocabulary. Students will be able to make simple inferences from the writer's language choices. Students will chart the development of a theme within a novel. Students will be able to identify the changes within a character from the beginning to the end of a novel. 	
YEAR 7 SUMMER TERM 1	Argue your Case	<ul style="list-style-type: none"> Student will be able to establish the difference between fact and opinion. Students will learn the impact of their language choices – looking at emotive language and persuasive techniques. Students will be able spot their tone and use formal and informal writing styles attempting to adapt various tones. A student will be able to use a counter argument. Students will learn the rules of debating and learn to articulate their ideas (spoken) formally and appropriately. Student will draft and deliver a speech using persuasive techniques and be able to respond to questions about a topic of their own choosing (theme based) 	
YEAR 7 SUMMER TERM 2	Unseen Poetry	<ul style="list-style-type: none"> Students will be able to identify the form choices and explore Shape poems They can look for and try to analyse the tone within a poem. They will learn about different styles of poetry, for example Haiku, sonnet. They are able to identify simple rhythm patterns Students will have explore poems that use nonsense language and play with sound as a literary device. Learning about sibilance and assonance. Students will learn about onomatopoeia, similes, symbols, zoomorphism, metaphor and personification 	

Year / term	Unit of work	Core Knowledge Year 8	Intent and Skills of Year 8 English
YEAR 8 AUTUMN TERM 1	Structure and Short Stories	<ul style="list-style-type: none"> Students use video stimulus to understand the art of short story telling. Students will have a solid understanding of how a short story is structured and may be able to replicate features like juxtaposition and symbolism. Students will be able to carefully consider the impact of their vocabulary and imagery choices. Students will know about juxtaposition, foreshadowing and symbolism. Students will understand linear and non linear narratives. <p>Students are able to explore how to create tension in their writing</p>	<ul style="list-style-type: none"> Students will be increasing their confidence with Shakespeare as they do a second text but with much greater depth. Students will be starting to understand the impact of writer's choices and their analytical paragraphs will start to include some contextual understanding as part of their analysis. This is making students add more perceptive understanding to the reception of texts over time. Students will read a more complex novel, exploring mature themes. There is an option to explore a much deeper novel which will widen the student's cultural capital – exploring the war from an unusual perspective. Students will be starting to see texts in performance and will be aware of how different interpretations can impact a reading of a text. Students will be widening their reading experience and they will experience a multicultural approach to many different forms. Shakespeare will be taught by exploring one text in much more detail. Students will begin to look at the impact of Shakespeare's language choices, and be able to see how he develops themes and ideas. Their analysis of poetry will be more in-depth than in year 7 as we explore more complex poetic features. Students will have a solid understanding of how a short story is structured and may be able to replicate features like juxtaposition and symbolism. Students will be able to carefully consider the impact of their vocabulary and imagery choices. Students will be growing in confidence with their drama performances and have a full understanding of the impact of costume, intonation and pace when delivering a speech or a performance. Students' writing should be more complex in their vocab and there should be an awareness of how sentence structure can manipulate a reader in both fiction and non-fiction. Students will be able to confidently use complex grammar features like colons and semi colons.
YEAR 8 AUTUMN TERM 2	Modern Novel: The boy on top of the Mountain Option: The Salt to the Sea	<ul style="list-style-type: none"> Students will study The Boy on top of the Mountain. Students will learn about the context of the novel and look at other cultures and experiences beyond the United Kingdom. Students will use inference skills Students will start to create PETER paragraphs which integrate contextual details as well as historical analysis Students will write creatively based upon their knowledge of characters. Students will chart the development of a character. 	
YEAR 8 SPRING TERM 1	Poetry Unit – Other Culture Poetry	<ul style="list-style-type: none"> Students will be exposed to poetry that is much more complex. Some from the Literary cannon. They will be exposed to poetry from different cultures. They will look at male and female writers. Students will be increasing in confidence with onomatopoeia, similes, symbols, zoomorphism, metaphor and personification. Students analysis become more technical as the impact of language and how it compares to other poems with similar themes is explored and analysed. <p>Students learn about narrative poems and look at how poetry can exist beyond the time in which it was written.</p>	
YEAR 8 SPRING TERM 2	Shakespeare Play: The Tempest/ Much Ado about Nothing	<ul style="list-style-type: none"> Students will be increasing their confidence with Shakespeare as they do a second text (The tempest OR Much Ado about Nothing) but with much greater depth. Students read the whole text. Students will be starting to understand the impact of writer's choices and their PETER paragraphs will start to include some contextual understanding as part of their analysis. This is making students add more perceptive understanding to the reception of texts over time. Students will be starting to see texts in performance and will be aware of how different interpretations can impact a reading of a text. 	
YEAR 8 SUMMER TERM 1	Media Unit (exam revision)	<ul style="list-style-type: none"> Students will learn some key media terminology: Audience, Bias Broadsheet, Connotation Editorial, Masthead Narrative, Objective Representation, Sensationalism Structure, Subjective Tabloid, Text Students will revisit and consolidate Fact and Opinion. Students learn what bias and objectivity is and how to recognise and use it to persuade. Students become analytical about how Tone is created through language choices. They will be able to recreate writing using certain tones. Student will analyse the effects of metaphors and similes in writing. Students learn about 'Fake News', how to spot it and where to find out real information. Students start to learn how to compare two articles based on meaning, language and techniques used. Students will be able to write solid comparative paragraphs.. 	
YEAR 8 SUMMER TERM 2	Classic Literature: The Importance of being Earnest	<ul style="list-style-type: none"> Students study The Importance of being Earnest. Students learn about the life of Oscar Wilde. Students read a 19th Century play exploring the themes of marriage, social class and respectability. Students write about how a character is created to explore a theme Students will be starting to see texts in performance and will be aware of how different interpretations can impact a reading of a text. Students will be growing in confidence with their drama performances and have a full understanding of the impact of costume, intonation and pace when delivering a speech or a performance. 	

Year / term	Unit of work	Core Knowledge Year 9	Intent and Skills of Year 9 English
YEAR 9 AUTUMN TERM 1	Classic Literature: Of Mice and men	<ul style="list-style-type: none"> Students will learn historical context details of The Great Depression and explore American history in relation to segregation and attitudes to race. Students will learn to integrate historical details into their PETER paragraphs. Students will learn about cyclical structure in a novel. Students will learn about character development. <p>Students will be able to make analytical observations based on language choices and inference skills.</p>	<ul style="list-style-type: none"> Students are able to draw on an experience of at least 3 Shakespearean plays ahead of a close GCSE study. Exploring the context of a novel or a poem is an embedded and natural skill. Students will enjoy a classic American novel and learn about the context of the Great Depression and racial discrimination during 1920s. The writer's methods are acknowledged and students are cognisant of many complex features (ahead of GCSE study): <ul style="list-style-type: none"> Pathetic fallacy Symbolism Juxtaposition Structural choices and features Features of a Aristotelian Tragedy or a Shakespearean Comedy. Rhythm and Rhyme and the impact it can have on performance. Theme development Students are able to confidently decide Purpose, Audience and form conventions for non-fiction When writing a student can manipulate the Exposition, Rising Action, Climax and Resolution structure of a short story. Students can explore and create solid characterisation and setting and understand its role within a short story Students can analyse approaches and identify the methods of a writer when analysing a text/ poem/ article Students will have a confident approach to public speaking and the ability to form a coherent argument and debate fairly within a group of people Students will have the confidence to articulate their ideas in an analytical or creative way Students emotional welfare is discussed and explored via the Growing Up unit. Students are given an opportunity to reflect on their own experiences and write creatively. There are many opportunities to pursue literature that may appeal to them within this unit.
YEAR 9 AUTUMN TERM 2	Travel Writing	<ul style="list-style-type: none"> Students cover a Travel Unit. Students will develop the skill that will help them approach non fiction extracts. Recreating a writer's style using Bill Bryson as a model. Students will integrate creative writing skills in to their learning as they express their own ideas on travel. Students will explore Travel blogs Students will create travel advice Student will write to persuade. Students will create a written advert using persuasive skills. Students will explore the structure of an argument using techniques learned in year 8, consolidated, and challenged in year 9. <p>Students will learn metacognition skills in order to prepare for an assessment.</p>	
YEAR 9 SPRING TERM 1	In depth Shakespeare: Romeo and Juliet	<ul style="list-style-type: none"> Students will have experienced a full Shakespearean text by the time they get to Romeo and Juliet. Students will know about the context of the play Student learn about the treatment of women during Elizabethan times. Students learn to explore the development of a character across a play. Students are able to identify language techniques associated with a character Students learn to write more in depth analytical paragraphs for a Shakespearean play. Students see a play in production – looking at a modern interpretation. Students learn about the features of Tragedy. 	
YEAR 9 SPRING TERM 2	Anthology Poetry and poetry comparison skills	<ul style="list-style-type: none"> Students are now exposed to several of the GCSE Anthology poems Students will be able to understand the context, themes, ideas, authorial intent and analysis of language within these poems: <ul style="list-style-type: none"> War Photography Poppies Bayonet Charge The Charge of The Light Brigade Exposure Student will learn how to write a analytical comparison paragraphs . 	
YEAR 9 SUMMER TERM 1	Language paper 1 skills	<ul style="list-style-type: none"> Students start to learn the skills required for the Language Paper 1. Using the Gothic as a genre students get introduced to Gothic genre tropes using extracts from classic Gothic literature: Frankenstein. Students extract information and learn how to approach questions 1 and 2 based upon the Frankenstein extract. Students learn how to extract language features and explore the impact of them. Students look at The Monkey's Paw and apply their knowledge of question 1 and 2. Students look at how an extract is structured and look at different ways writers can make you focus within an extract. Students learn how to answer question 3 form language paper 1. Students learn how to engage with an opinion statement and learn what is required to answer a Q4 from language paper 1. 	
YEAR 9 SUMMER TERM 2	Synoptic Unit: Growing Up	<ul style="list-style-type: none"> Students learn about taking a narrative perspective and investigate many ways to create a narrative voice within their creative writing. Students explore the writing of many classic teenage novels, with the focus on encouraging reading. Students look at media clips from "Stand By me" and explore how structure and symbolism can create levels of meaning Students look at poetry that links thematically with Stand By me, and they analyse the effectiveness of the poetry – emulating the subject matter to write their own poetry. Students explore the impact on structure on various extracts (all linked to the theme of Growing up). Group debate and personal reflection is encouraged in this unit because many issues linked to adolescence are explored. 	

