

KS3 ENGLISH Programme of Study (2024-2025)

Autumn 1 – ‘Equality & Diversity’								Autumn 2 – ‘Living in the Wider World’						
The Boy in the Striped Pyjamas, Novel (1 Big Write per fortnight = 3x creative pieces across the half term)								Myths and Legends (1 Big Write per fortnight)						
W1 Context - what was the Holocaust? What was Auschwitz? Literacy - adjectives, adverbs, simile	W2 Boyne’s language - why is the novel told through the eyes of child Link to GCSE Paper 1 Q4 Vocab - dramatic irony	W3 Comparison - Pavel & Kotler. Literacy - connectives, semicolon, metaphor, preposition	W4 Assessment Vocab - patriot How is patriotism used to exclude people who are different? Link to GCSE Paper 1 Q2 - language used to describe Shmuel	5. Bruno & Shmuel’s relationship grows. How are the boys presented differently?	6. Bruno betrays Shmuel Moral dilemma - microcosm of Germany at the time.	7. End of the novel - how does Boyne create tension?	W8 Long-term impact of the Holocaust Sp&L: Auschwitz today - is it right that it is a tourist destination?	1. What are myths & legends? Intro to Odysseus	2. Language Analysis - heroes vs villains (Perseus & Medusa) Presentation of Medusa	3. Intro to Tragedy - Medea Character analysis - Medea	4. Relationships - Theseus & Ariadne Achilles & Patroclus	5. Assessment - description of Minotaur	6. Character Analysis - Achilles Revenge hero archetype	7. Origins of democracy Direct vs representative
Notes/Links/Interleaving History (women’s history) - treatment of marginalized groups. Geography (world of work) - accommodations/ adaptations for different needs. PD - Relationships British Values - Tolerance School Vision & Values - Responsibility, respect			Additional Higher Content Why this, why now? Thematic approach to learning Character study					Notes/Links/Interleaving Geography (Global Politics) - Europe as a cultural seat History (11th C Baghdad vs Anglo Saxon England) - Ancient cultures British Values - Democracy, Tolerance School Vision & Values - Resilience			Additional Higher Content Why this, why now? To build on cultural capital for Spring 2 Different text types (play) for GCSE. Descriptive writing for GCSE			
Spring 1 – ‘The Circle of Life’						Spring 2 – ‘Conflict’								
Nature Poetry (1 Big Write per fortnight)						Myths & Legends Poetry (1 Big Write per fortnight)								
1. Nettles by Vernon Scannell - how does the writer use language to present the speaker’s son?	2. The Moment by Margaret Atwood - concept question, can nature be owned? How does the writer use language to present nature as a powerful force?	3. Assessment question: How is the theme of nature and man presented in The Moment?	4. Rhetorical devices	5. Praise Song for My Mother, Grace Nichols - natural imagery & love	6. Praise Song for My Mother, Grace Nichols - structure of a poem Assessment	1. Intro to Mythological poetry The Rime of the Ancient Mariner, parts 1&2 How does the poet present the killing of the bird as a mistake?	2. Medusa, Carol Ann Duffy How does the writer use language to present Medusa?	3. Siren Song - Margaret Atwood Poetry comparison - compare how Atwood & Duffy subvert traditional gender roles in Siren Song and Medusa.	4. Eurydice - Margaret Atwood Relationship between Orpheus & Eurydice Examine the different perspectives of Orpheus & Eurydice	5. Salome - Carol Ann Duffy Historical context, reading comprehension Assessment				
Notes/Links/Interleaving Art (insects) - natural habitats & language used to describe British Values - Mutual Respect, within relationships and also towards the natural world/ our environment School Vision & Values - Respect, responsibility			Additional Higher Content Why this, why now? Thematic approach to learning Character study			Notes/Links/Interleaving Content linked to English Half term 2/ History (dictators) - conflict between people & war British Values - Individual liberty, mutual respect School Vision & Values - Respect, responsibility			Additional Higher Content					
Summer 1 – ‘Health & Leisure’						Summer 2 – ‘Crime & Punishment’								

Our Day Out (1 Big Write per fortnight)						Merchant of Venice (1 Big Write per fortnight)						
1. How Willy Russell's context informed his writing 1970s Liverpool	2. Character analysis - Carol Character analysis - Mr. Briggs vs Mrs. Kay - different personalities & teaching styles	3. Letter writing - complaint letter	4. Importance of stage directions Scene study - Carol at the cliff edge	5. Character analysis - how has Mr. Briggs changed throughout the play?	6. Scene study - end of the play. Is this a satisfying ending for the audience? Assessment	1. Jacobean vs modern context Who was Shakespeare & why did he write the play?	2. Plot summary Intro to key characters	3. Character study: Portia Portia as an atypical woman.	4. Shylock & antisemitism	5. Shylock's trial Justice Religion	6. End of the play Xenophobia - Shylock is forced to convert. Is this satisfying for the audience?	7. End of Unit Quiz
Notes/Links/Interleaving Touches upon English HT2 - extract from a play PSHCE - successful leaders (Mr. Briggs vs Mrs. Kay) Geography - types of employment British Values - Individual Liberty, Tolerance School Vision & Values - Responsible, resilient		Additional Higher Content				Notes/Links/Interleaving Dismantling antisemitism & the far right, heading towards the 6 weeks - fewer opportunities for radicalisation HT4 - gender roles for women British Values - Rule of Law, tolerance School Vision & Values - Respect			Additional Higher Content			