

KS3 Curriculum overview: Subject English Year 9

All students in Belmont Park study a variety of different texts, both fiction and non-fiction to enrich their understanding and to help improve their literacy and critical thinking skills.

Year 9	Key Skills	Cross-Curricular Links/Themes	Social Skills Development/SMSC
Autumn 1	<p>Study of a Novel (Never Let Me Go (Ishiguro); The Woman in Black (Hill); OR An Inspector Calls (Priestley); OR The History Boys (Bennett); Blood Brothers (Russell)</p> <p>Reading short stories about difficult choices; exploration of characterisation, story structure and language choices.</p> <p>To read extracts and learn to identify key features of autobiographical writing</p> <p>To learn about effective communication and make a presentation to the class</p> <p>To draft and write your own autobiography, using peer and self-assessment.</p>	<p>PHSE – Respect for different cultures</p> <p>Art - Express an appreciation of the natural world in creative ways</p> <p>ICT: word-processing challenges, web-quests</p> <p>Numeracy link - Command words study</p>	<p>Explore beliefs Community Respect for different beliefs</p> <p>Religious celebration Positive attitudes</p> <p>Respect faiths, feelings and values</p> <p>Goals & aspirations</p>
Autumn 2	<p>The Strange Case of Dr Jekyll and Mr Hyde (Stevenson)</p> <p>Developing a critical understanding of a novel and discussing the key issues within it; understanding how a novelist develops character and close analysis of mood and atmosphere.</p> <p>Use writing to explore and develop ideas, e.g. journals, brain-storming techniques and mental-mapping activities</p> <p>To learn about and use PEEL paragraphs</p>	<p>PHSE – Learn about ways of looking after the environment/planet</p> <p>Humanities – Learn about children’s rights across the world</p> <p>Drama and creative arts: freeze frame, role play</p> <p>Numeracy link - Using inference skills to work out what is being asked for in a word problem.</p>	<p>Fairness</p> <p>Celebrating Black Excellence</p> <p>Equality Celebrate difference</p>

KS3 Curriculum overview: Subject English Year 8

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Year 9	Key Skills	Cross-Curricular Links/Themes	Social Skills Development/SMSC
Spring 1	<p>Unseen poems from the 20th and/or 21st centuries Analyse and evaluate information, judging its relevance and value Consider the influence of circumstances, beliefs and feelings on decisions and events. Connect their own and others' ideas and experiences in inventive ways. Assess themselves and others, identifying opportunities and achievements. Compare and contrast the ways information is presented in different forms, e.g. web page, diagrams, prose.</p>	<p>PHSE – Social structures and norms.</p> <p>Humanities - Learn about aspects of life at a chosen time in the past, e.g. housing, diet, dress, occupations, transport, the arts, technology, family life, education, gender roles, religious beliefs, government</p> <p>Numeracy link- Venn comparisons</p>	<p>Enthusiasm for learning</p> <p>Respect Learning for life</p> <p>Self-awareness Moral belief/conviction</p>
Spring 2	<p>Of Mice and Men (Steinbeck)/ Gangsta Rap (Zephaniah) Placing story into social and historical context Quotes from the characters Understanding and responding to ideas, viewpoint, themes and purposes in texts. Analysing how writers' use of linguistic and literary features shapes and influences meaning. Five questions you would like to put to Benjamin Zephaniah about why he wrote Gangsta Rap and the way he chose to tell the story. Either: (a) invent his replies to your questions Or: (b) visit his website and post your questions there.</p>	<p>PHSE – Poverty and child employment, welfare system</p> <p>Humanities – Find out about, try, and express personal preferences about locally available sports and leisure activities</p> <p>Drama and creative arts: freeze frame, role play</p> <p>Numeracy link-Timeline plotting</p>	<p>Fairness</p> <p>Celebrating Black Excellence</p> <p>Equality Celebrate difference</p>

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Summer 1	<p>Speaking and Listening Presentations Identify the main points in a speech and how the supporting information relates to it, e.g. as illustration Organise ideas into a coherent series of paragraphs, introducing, developing and concluding appropriately Plan, draft, edit, revise, proof-read and present a text with readers and purpose in mind To be taught patterns of real interaction.</p>	<p>Humanities – Great speeches from history.</p> <p>Drama and creative arts - freeze frame, role play</p> <p>Numeracy link – Flow charts determining order of speech</p>	<p>Develop self-knowledge and awareness</p> <p>Keeping safe</p> <p>Moral choices/dilemmas</p> <p>Learning for life</p> <p>Accept responsibility for behaviours</p>
Summer 2	<p>Media (incl. Film studies using BFI) Practice at using strategies, which they don't automatically transfer. An awareness of formal / informal language and practice at choosing appropriate language for different situations. The awareness that informal spoken language is less complex than written language. It uses shorter sentences, is less organised and uses more 'vague' or non-specific language. To be taught patterns of real interaction. To have intelligible pronunciation and be able to cope with streams of speech</p>	<p>Drama and creative arts: freeze frame, role play</p> <p>Project Based Learning (PBL)</p> <p>Numeracy link- Interpreting statistics and bias</p>	<p>Celebrating diversity</p> <p>Respect for others Tolerance</p> <p>Equality Rights</p>