

# English KS3 Curriculum Intent, Implementation and Impact Overview

| Year: 8 Subject: English IMPLEMENTATION   |   |  |   |   |  |  |
|---|---|--|---|---|--|--|
|   | Half Term 1   | Half Term 2  | Half Term 3   | Half Term 4   | Half Term 5  | Half Term 6  |
| <p style="text-align: center;"><b>INTENT</b></p> <p style="text-align: center;">(including key concepts and skills)</p> | <p><b>Context:</b><br/><i>'Whodunnit' Crime unit Fiction, Non-fiction and poetry focusing on contemporary and pre-1900 texts</i></p> <p><b>Key Vocabulary:</b> tension, foreshadowing, intent, inference, deduction, sensationalised</p> <p><b>Prior Learning/LTM:</b> Victorian era, island project in Y7, poetry interpretation, analysis skills</p> <p><b>Cultural Capital:</b> Range of themes including identity, crime, self-belief and respect</p> | <p><b>Context:</b><br/><i>Shakespeare play: 'The Tempest'</i></p> <p><b>Key Vocabulary:</b> Jacobean, comedy, contradictory, betrayal, revenge</p> <p><b>Prior Learning/LTM:</b> Introduction to Shakespeare at the end of Y7</p> <p><b>Cultural Capital:</b> British culture: Shakespeare</p> | <p><b>Context:</b><br/><i>Studying a contemporary novel</i></p> <p><b>Key Vocabulary:</b> Author, reader, structure, protagonist, antagonist</p> <p><b>Prior Learning/LTM:</b> Information retrieval skills, inference and deduction</p> <p><b>Cultural Capital:</b> Various British values dealing with a range of themes including crime, relationships, racism, power.</p> | <p><b>Context:</b><br/><i>The (Victorian) novel: 'Oliver Twist' Reading an abridged version of the text</i></p> <p><b>Key Vocabulary:</b> Orphan, vulnerable, social class, symbolism</p> <p><b>Prior Learning/LTM:</b> Information retrieval, inference and deduction from contemporary novels, Victorian era topic in HT2 of Y7</p> <p><b>Cultural Capital:</b> The workhouse, child labour, organized crime and other issues surrounding poverty</p> | <p><b>Context:</b><br/><i>Contemporary play study Sets 1-3 'An Inspector Calls' Sets 4-7 'Our Day Out'</i></p> <p><b>Key Vocabulary:</b> Scene, playwright, act, stage directions, prologue, audience</p> <p><b>Prior Learning/LTM:</b> Study of Shakespeare last year, drama lessons and at KS2</p> <p><b>Cultural Capital:</b> British culture: range of themes including crime, relationships, education, self-belief and respect</p> | <p><b>Context:</b><br/><i>Cross-curricular Enterprise project</i></p> <p><b>Key Vocabulary:</b> Persuade, purpose, audience, format, communication, structure, enterprise, influence</p> <p><b>Prior Learning/LTM:</b> Non-fiction reading and writing in Y7, information retrieval, BCT, ADT and mathematics lessons</p> <p><b>Cultural Capital:</b> Business skills, profit and loss, formality, public speaking</p> |
| Retrieve information from a text and comprehend its meaning   | X   | X  | X   | X   | X  | X  |
| Make inferences and consider what is being implied in a text  | X   | X  | X   | X   | X  | X  |
| Explore language and structural choices used by a writer and their effects  | X   | X  | X   | X   | X  | X  |
| Communicate clearly, effectively and imaginatively  | X   | X  | X   | X   | X  | X  |
| Adapt writing to suit purpose, audience and format  | X   | X  | X   | X   | X  | X  |
| Use a range of vocabulary, sentence structure for clarity, purpose and effect   | X   | X  | X   | X   | X  | X  |
| Use a range of punctuation and apply accurate spelling  | X   | X  | X   | X   | X  | X  |
| <p style="text-align: center;"><b>IMPACT</b></p>  | <p><b>Assessment:</b> Poetry Analysis /SPaG test 1</p> <p><b>Progression to KS4:</b> Poetry interpretation Literature Paper 2</p>   | <p><b>Assessment:</b>Shakespeare reading/SPaG test 2</p> <p><b>Progression to KS4:</b> Understanding Shakespeare's language Literature Paper 1</p>   | <p><b>Assessment:</b> Evaluative essay/SPaG test 3</p> <p><b>Progression to KS4:</b> Development of fiction analysis skills Language Paper 1</p>  | <p><b>Assessment:</b> Non-fiction reading comparison/SPaG test</p> <p><b>Progression to KS4:</b> Literature Paper 1 - Dickens</p>   | <p><b>Assessment:</b> Literature essay/SPaG test</p> <p><b>Progression to KS4:</b> Understanding language and format of a playwright Literature Paper 2</p>  | <p><b>Assessment:</b> Letter writing and spoken language presentation</p> <p><b>Progression to KS4:</b> Spoken Language element of GCSE Language and develop of Paper 2 Non-Fiction skills</p>   |

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.