

English Curriculum

Key Stage 3

Academic Year 2025-26



Year 7 Curriculum 2025-26

		Unit 1	Unit 2	Unit 3		Unit 4		Unit 5
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1		SUMMER 2
7	Unit description	<p>Reading Poetry: When We Were Young</p> <p>Students will study an anthology of poems used to develop ambitious language analysis and knowledge of poetic features.</p> <p>CURRICULUM INTENT: To engage students in a range of poetry that is accessible yet challenging in terms of extended metaphorical meanings. Poetry is revisited in Year 8: Poetry of the WW1 with increased contextual significance. In Year 9, the level of challenge increases both thematically and contextually as students are exposed to poems based on the theme of Adversity and Conflict of Identity and will be given the opportunity to write a comparative response.</p> <p>Progression to KS4: GCSE English Literature Paper 2: Power and Conflict Poetry and Unseen Poetry</p> <p>Literacy Skills Builder</p> <p>Spelling test</p>	<p>Play Unit: Frankenstein</p> <p>The unit, based on the play adaptation by Philip Pullman, will be supplemented with extracts from Mary Shelley’s original novel. The unit will serve to develop an understanding of the wider literary Gothic tradition.</p> <p>CURRICULUM INTENT: To engage students in the controversial debate of religion v science, ethical issues and morality – SMSC. This unit is also embedded in the curriculum for the pure joy of reading aloud. The study of a drama text is revisited in Year 8 through ‘Journey’s End’, but the context is increasingly challenging as it is based on the historical event of WW1 and ethical issues. In Year 9 students engage with the drama text: ‘Noughts and Crosses’ which further develops students’ exposure to controversial topical issues such as racism and prejudice.</p> <p>Progression to KS4: GCSE English Literature Paper 1: <i>An Inspector Calls</i> (Drama text)</p> <p>Spelling test</p>	<p>Everyone A Writer</p> <p>Strand A: Caricatures</p> <p>Students will explore extracts from a range of fiction and experiment with narrative style and voice.</p> <p>CURRICULUM INTENT: To give students the opportunity to experiment with creative writing that both entertains and engages the reader. Imaginative writing is revisited in Year 8 through the Dystopian Writing unit.</p> <p>Progression to KS4: GCSE English Language Paper 1: Q5 Writing</p> <p>Strand B: Viewpoint – Voices About Us</p> <p>Students will study a range of voices from their local communities.</p> <p>CURRICULUM INTENT: Students acquire persuasive techniques which enable them to produce convincing and compelling letters that aptly express their viewpoint. Viewpoint writing is revisited in Year 8 through the Don’t Get Me Started unit which engages students in topical issues.</p> <p>Progression to KS4: GCSE English Language Paper 2: Q5 Writing</p> <p>Literacy Skills Builder</p> <p>Spelling test</p> <p>Spoken Language: students to share viewpoints and perspectives.</p>		<p>Orwell: Animal Farm</p> <p>Students will engage with an analytical study of <i>Animal Farm</i>, learning about characterisation and thematic understanding.</p> <p>CURRICULUM INTENT: To give students the opportunity to engage with a canonical dystopian text. Dystopian Writing is a unit taught at Year 8 in which students can experiment with typical tropes inherent in dystopian literature and the theme of a dystopian society is further explored in the study of ‘Noughts and Crosses’ in Year 9.</p> <p>Progression to KS4: GCSE English Language Paper 1: Q1-4 (unseen fiction text)</p> <p>GCSE English Literature Paper 1: Study of a pre-1900 novel – <i>A Christmas Carol</i></p> <p>Literacy Skills Builder</p> <p>Spelling test</p>		<p>Shakespeare’s Monologues</p> <p>A unit focussed on understanding a range of Shakespeare’s most influential and highly regarded monologues, focussing on the craft of constructing a monologue, rhetoric and its impact.</p> <p>CURRICULUM INTENT: This unit enables students to familiarise with Shakespeare’s language and to simply enjoy the drama of his most poignant monologues. Brief synopsis of a range of plays will be taught. A more comprehensive analysis of Shakespeare’s language, structure and form is covered through the teaching of a complete comedy in Year 8 (<i>Much Ado About Nothing</i>). In Year 9 students engage with the classic tragedy (<i>Romeo and Juliet</i>).</p> <p>Progression to KS4: GCSE English Literature Paper 1: <i>Macbeth</i></p> <p>Spelling test</p>
	Formally Marked Work	<p>Section A Knowledge test: a knowledge retrieval test comprising poetic terms</p> <p>Section B Analytical Reading: a short analytical response based on a previously studied poem (<i>Nettles</i> by Vernon Scannell)</p>	<p>Analytical Reading (drafted): an analytical response to include an introduction.</p> <p>TASK: Explore how the writers present Frankenstein and/or the monster.</p>	<p>Drafted Writing: a caricature</p> <p>Drafted Writing: a viewpoint piece in the form of a letter</p>		<p>Analytical Reading timed conditions: an analytical response to include an introduction (45 minutes)</p> <p>TASK: How does Orwell present ideas about power and powerlessness in Animal Farm?</p>		<p>Knowledge test: a knowledge retrieval test comprising questions linked to a range of the studied monologues.</p>

Year 8 Curriculum 2025-26

		Unit 1	Unit 2		Unit 3		Unit 4	Unit 5
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
8	Unit description	<p>Viewpoint Writing: Don't get me started!</p> <p>Students will study a variety of viewpoints about significant current/recent issues. Students will experiment with rhetorical devices and the creation of a compelling voice.</p> <p>CURRICULUM INTENT: This topic builds upon the knowledge and skills acquired from the Everyone a Writer unit in Year 7. Students will develop their viewpoint writing skills through embedding discourse markers, counter arguments and switchbacks. In Year 9, students develop a strong sense of voice in the unit entitled: The World in My Words.</p> <p>Progression to KS4: GCSE English Language Paper 2: Q5 Writing</p> <p>Literacy Skills Builder</p> <p>Spelling test</p> <p>Spoken Language: Students will read speeches</p>	<p>Literary Heritage: Sherriff's Journey's End and the poetry of the First World War</p> <p>A unit exploring the themes, characterisation, construction and context of <i>Journey's End</i> alongside the voices of the soldierpoets and those inspired to write poetry about their experiences of the First World War.</p> <p>CURRICULUM INTENT: Poetry - This topic builds upon the Year 7 Poetry unit but encourages students to consider more visceral responses to war. In Year 9, the level of challenge increases both thematically and contextually as students are exposed to poems with the theme of Adversity and Conflict of Identity. Drama – Journey's End gives students the opportunity to engage with the key themes and construction of the text based on soldier's perspectives of WW1. The pure joy of reading is a key intent in this unit. In Year 9, students engage with the drama text: 'Noughts and Crosses' which further develops students' exposure to controversial topical issues such as racism and prejudice.</p> <p>Progression to KS4: GCSE English Literature Paper 2: Power and Conflict Poetry</p> <p>GCSE English Literature Paper 2: <i>An Inspector Calls</i> (Drama Text)</p> <p>Spelling test</p> <p>Spoken Language: Discussions about the ways that war impacted the soldiers, the conditions that prompted such visceral responses to war, and the lasting impact on those back at home.</p>		<p>Shakespeare: Much Ado About Nothing</p> <p>Students will discover a Shakespeare text to deepen their knowledge Shakespeare's craft. The unit will focus on the context of patriarchy in Elizabethan England and some of the conventions of Elizabethan theatre.</p> <p>CURRICULUM INTENT: This unit enables students to engage with a complete Shakespeare text and not only the monologues. Students will analyse language, structure and form whilst considering contextual concerns. They will identify typical tropes of a Shakespearean <i>comedy</i>. In Year 9, students engage in the tragedy <i>Romeo and Juliet</i> which provides them with the grounding for close textual analysis of <i>Macbeth</i></p> <p>Progression to KS4: GCSE English Literature Paper 1: <i>Macbeth</i></p> <p>Literacy Skills Builder</p> <p>Spelling test</p>		<p>The Writer's Studio: Dystopian Writing</p> <p>In this strand, the unit takes dystopia as its theme, focussing on the craft of fiction writing.</p> <p>CURRICULUM INTENT: This unit builds on from Year 7 <i>Animal Farm</i> and students have the opportunity to expand their knowledge of dystopian tropes and themes through writing their own imaginative narratives. The theme of a dystopian society is further explored in the study of 'Noughts and Crosses' in Year 9 where students are expected to address ethical issues of the play through their close analysis.</p> <p>Progression to KS4: GCSE English Language Paper 1: Q5 Writing</p> <p>Literacy Skills Builder</p> <p>Spelling test</p>	<p>Literary non-fiction: Exploring Other Worlds</p> <p>Students will study a range of nonfiction that explore writers' perspectives and the methods used to convey those perspectives. The unit will examine the voices of a diverse group of writers and the 'other worlds' in which they have experienced life.</p> <p>CURRICULUM INTENT: To give students opportunities to engage with a range of non-fiction writing. This is a unit that builds upon the skills taught in the Year 7 Viewpoint unit – particularly those associated with conveying a perspective. In Year 9, students will focus on producing a strong sense of voice in the final unit: The World in my Words.</p> <p>Progression to KS4: GCSE English Language Paper 2: Viewpoint</p> <p>Spelling test</p> <p>*Super Curricular Week TBC</p>
	Formally Marked Work	<p>Drafted Writing: Students will write a viewpoint, using the form of a speech, to give their perspectives about an issue of current/recent importance.</p>	<p>Analytical Reading timed conditions: an analytical response with an element of choice (45 minutes)</p> <p>TASK Option A: how does Owen present his attitude(s) to war? OR TASK Option B: how does Pope present her attitude(s) to war?</p>		<p>Analytical Reading timed conditions: an analytical response: extract/whole (45 minutes)</p> <p>TASK: Starting with this extract, how does Shakespeare characterise Claudio in Much Ado About Nothing?</p>		<p>Drafted Writing: Students will write the opening to a story grounded in the dystopian genre</p>	<p>Spoken Language: students to share letters written from the perspective of Frederick Douglass.</p>

Year 9 Curriculum 2025-26

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
9	Unit description	<p>Play study: Noughts and Crosses</p> <p>Students will study a play (<i>Noughts and Crosses</i> – adapted by Dominic Cooke from Malorie Blackman’s novel), focussing on the impact of prejudicial attitudes on individual and cultural identity.</p> <p>CURRICULUM INTENT: This unit provides fundamental SMSC understanding of ethical issues, values and morality. It enables students to further develop their knowledge of dystopian literature from the Year 7 <i>Animal Farm</i> novel and the Year 8 dystopian writing unit.</p> <p>Progression to KS4: GCSE English Language Paper 1: Q1-4 Reading</p> <p>Literacy Skills Builder</p> <p>Spelling test</p> <p>Spoken Language: Read the play aloud to encourage student engagement with the characters and thematic concerns.</p>	<p>Literary Heritage: A Kestrel for a Knave</p> <p>Students will engage in an analytical study of Barry Hines’ novel, with a close focus on the significance of contextual understanding.</p> <p>CURRICULUM INTENT: Students will engage with this novel for the pure joy of reading. The contextual understanding of the Yorkshire mining industry and the characterisation of a disadvantaged young person encompasses all aspects of SMSC.</p> <p>Progression to KS4: GCSE English Language Paper 1: Q1-4 Reading</p> <p>Spelling test</p> <p>Spoken Language: Open debate about the treatment of Billy Casper by his family, peers and teaching staff, including issues of morality associated with corporal punishment and its abuse in the 1960s education system.</p>	<p>Poetry anthology: Conflict and Adversity*</p> <p>Students will study a unit based on an anthology of poems linked by theme used to develop a close, contextualised analysis.</p> <p>CURRICULUM INTENT: In this unit, students are exposed to poems based on the theme of Adversity and Conflict of Identity. They will be introduced to the skills required to compare two poems and how the writer’s use methods to present a particular theme. Some poems will be linked to the GCSE theme of Power and Conflict. *The anthology includes x3 poems from AQA GCSE Power & Conflict, preparing for Year 10 and the GCSE AQA Literature specification.</p> <p>Progression to KS4: GCSE English Literature Paper 2: Power and Conflict Poetry</p> <p>Literacy Skills Builder</p> <p>Spelling test</p>	<p>Shakespeare: Romeo & Juliet</p> <p>As with Year 8, students will explore a Shakespeare text in full to deepen their knowledge and understanding of Shakespeare’s language and craft. Students will continue to develop sophisticated, close analysis and the knowledge of themes and contexts.</p> <p>CURRICULUM INTENT: This unit provides students with the benefits of studying a Shakespearean tragedy which will be the focus of the GCSE chosen text. Students will build upon knowledge of Shakespeare’s language, structure and form but in addition will practise the skills required to respond to a typical GCSE exam question.</p> <p>Progression to KS4: GCSE English Literature Paper 1: <i>Macbeth</i></p> <p>Literacy Skills Builder</p> <p>Spelling test</p> <p>Spoken Language: Reading extracts from the play aloud for dramatic effect – focus on expression, intonation and delivery. Students act out pivotal moments to help them engage with the characters, their trials and tribulations, and transitions/arcs.</p>	<p>Viewpoint Writing: The World in My Words</p> <p>Students will study a unit based on developing a strong sense of written voice in viewpoint articles.</p> <p>CURRICULUM INTENT: This unit helps prepare students for delivering their GCSE NEA Spoken Language assessment in Year 10. They will engage with presentational skills and explore how to successfully plan for and execute a powerfully persuasive viewpoint.</p> <p>Progression to KS4: GCSE English Language NEA Spoken Language GCSE English Language Paper 2: Q5 Writing</p> <p>Spelling test</p> <p>Spoken Language: Students to share viewpoints and perspectives.</p> <p>*Super Curricular Week TBS WK 8::An introduction to JB Priestley’s <i>An Inspector Calls</i> as preparation for Year 10.</p>	
	Formally Marked Work	<p>Analytical Reading timed conditions: an analytical response: extract/whole text (45 minutes)</p> <p>TASK: Starting with this extract, how does Cooke present the prejudice of characters and its effects in <i>Noughts and Crosses</i>?</p>	<p>Analytical Reading timed conditions: an analytical response: extract/whole text (45 minutes)</p> <p>TASK: Starting with this extract, how does Hines present Billy as a victim in <i>A Kestrel for a Knave</i>?</p>	<p>Analytical Reading timed conditions: an analytical response to a poem (45 minutes)</p> <p>TASK: How does Rumens present the importance of identity in <i>The Emigree</i>?</p>	<p>Analytical Reading timed conditions: an analytical response: extract/whole (45 minutes)</p> <p>TASK: Starting with this extract, how does Shakespeare suggest the reasons for the feud in <i>Romeo & Juliet</i>?</p>	<p>Spoken Language task: Viewpoint presentations.</p>	

>SOMETHING MORE? IN THE BSS ENGLISH CURRICULUM

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS3 English:

- Extra-curricular activities and enrichment such as theatre trips to foster a love of Shakespeare and other playwrights through experiencing the beauty of performance and drama.
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- ‘*A Kestrel for a Knave*’ novel - To foster an understanding of morality and debate with students regarding the treatment of children in the 1960s education system including moral issues pertaining to corporal punishment and its abuse, the disenfranchisement of working-class communities and disadvantage in general.
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- To engage students in the controversial debate of religion vs science and the ethical issues surrounding the age of enlightenment. Students will consider what it means to be ‘other’ and the ways that the play ‘*Frankenstein*’ might inform us that differences can and should be celebrated rather than compounding prejudices.
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- Across the poignant period of remembrance, students will hear the voices and the sacrifices of the soldier poets of WW1. Students will discuss the ways that war impacted both soldiers and those left that home, the conditions of the trenches that prompted such visceral responses to war and the way that comradeship, fraternity and prayer helped to mitigate against the horrors that were witnessed during that period.
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- Discussions around the appreciation of nature, the human condition, humility, kindness and other Christian values which link contextually and conceptually to the poetry we cover in certain units: Year 7 – Poetry: When we were Young and Year 9 – Poetry: Conflict and Adversity.