

The Henslow School Annual Planning Overview

*This is a summary for parents, carers and students which shows the likely areas of study.
It will be adapted by the teacher to suit groups and individuals.*

Subject/Qualification	KS3 English
Year group/Class information	Years 7/8
Approx Number of lessons per week	4 lessons a week

Term	Topic/Course Information The texts chosen will be from the 19th, 20th or 21st centuries in order to prepare students for the challenges of GCSE.
Autumn 1 (Sep - Oct)	Unit 1: Read and respond to John Boyne’s ‘The Boy in the Striped Pyjamas.’ *History link - Nazi Germany 1939-1945. The History study will enable students to understand the horror of The Holocaust. It focuses on Nazi Germany in 1939-1945 increasing understanding about how discrimination against ethnic groups can escalate.
Autumn 2 (Nov - Dec)	Unit 2: Read, comment and analyse a range of moving image texts. Students to develop and maintain a critical style and informed personal response to moving image sources: adverts and films to build structural understanding and awareness.
Spring 1 (Jan - Feb)	Unit 3: <u>Introducing</u> detective and mystery fiction (Victorian writing to present day) to teach about the crime genre and explore the role of the detective in bringing justice to victims.
Spring 2 (Mar - Apr)	Unit 4: Non-fiction writing scheme – writing argumentative, advisory and persuasive pieces based upon current events making the news: the gender pay gap, money in sport, fast food and the obesity epidemic and the world water crisis.
Summer 1 (Apr - May)	Unit 5: Spoken Language and public speaking. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.
Summer 2 (June - July)	Unit 5: Spoken Language and public speaking. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.