

KS3 Curriculum Plan 2022-2023

		LP1	LP2	LP3	LP4	LP5	
Year 7	TOPIC	Novel: <i>The Girl of Ink & Stars</i> by Kiran Millwood Hargrave	Creative Writing: students will continue to read the novel from LP1 and use it as stimulus for creating their own narratives.	Drama: <i>The Tempest</i> by William Shakespeare	Drama: <i>The Tempest</i> by William Shakespeare Poetry: Nature poetry	Non-fiction Reading, Prose Reading and Transactional Writing: A Sense of Place	
	Knowledge	The study of English in Year 7 centres around the thematic strand of 'A sense of place'. As students begin their journey in English, they will be asked to consider how the concept of home and our sense of place affect our view of the world. We begin Year 7 with the study of the novel, 'The Girl of Ink and Stars'. Through this text, students will be introduced to the protagonist Isabella whose mission is to save her best friend Lupe and uncover the hidden secrets of the island they inhabit. Students will be introduced to the genre of magic realism and the concept of story archetype. Students will develop an understanding of how context and setting influences our interpretations of stories.	This unit will offer students the opportunity to develop their creative writing skills, inspired by the novel 'The Girl of Ink and Stars'. Within this unit, students will also learn how mythical stories have developed in different cultures. Students will use these texts as an impetus to create mythical and mysterious narratives which place setting at their very core while developing knowledge of narrative writing, vocabulary and characterisation.	This unit centres on how Shakespeare presents themes of home, nature, power, control, identity, confinement and reconciliation within the play 'The Tempest'. Students will learn about the historical context of the play and develop knowledge of Shakespearean theatre. With clear thematic connections with the novel and mythical stories study from LP1 and LP2, students will develop their understanding of the way in which writers have explored the universal human need to have a place to call home.	In LP4, students continue their study of Shakespeare's 'The Tempest' before moving on to study poetry based on nature and place. This unit enables students to explore nature poetry through the ages and from a range of different cultures. Students will know how to identify different forms of poetry including pastoral poetry and epic poetry. They will also learn the poetic terms of stanza, speaker, alliteration, figurative language, simile, metaphor, personification and enjambment. Students will also have the opportunity to bring poetry to life through their own compositions and know how to recite poetry for an audience.	This unit encapsulates learning around the Year 7 theme of 'A sense of place'. Students will explore a range of short stories and non-fiction texts focused on home and nature and acquire the knowledge of how to read critically. These texts will also act as stimulus for the creation of transactional writing and presentation of speeches. Students will learn about persuasive devices used in writing using Aristotle's teachings on rhetoric and the concepts of ethos, pathos and logos.	
	Skills	Reading: summarise events from a text; select relevant evidence; make inferred meanings; close language analysis; comment on structure of texts; use evaluative language in personal responses; make connections within a text; make comparisons between texts Writing: demonstrate awareness of purpose and audience in writing; write with imagination; write in logical structure with clarity; use language devices and accurate grammar; use a variety of sentence types; use punctuation effectively; spell with accuracy					
	Key Vocab	protagonist, cartography, territory, labyrinth, narrative, redemption, suspense	character, setting, foreshadowing, hyperbole, mythical, fantasy, narrator	tempest, protagonist, hierarchy, subjugation, liberty, devotion, reconciliation	personification, intention, enjambment, structure, sensory, natural, imagery	perspective, topic, persuade, impetus, rhetoric, pathos, logos, ethos	

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Year 8	TOPIC	Novel: <i>Welcome to Nowhere</i> by Elizabeth Laird	Creative Writing: students will continue to read the novel from LP1 and use it as stimulus for creating their own narratives.	Drama: <i>Noughts and Crosses</i> RSC adaptation of the novel by Malorie Blackman	Drama: <i>Noughts and Crosses</i> RSC adaptation of the novel by Malorie Blackman Poetry: Love poetry	Non-fiction Reading, Prose Reading and Transactional Writing: Identity	
	Knowledge	The study of English in Year 8 centres around the thematic strand of 'Identity'. Through their reading of 'Welcome to Nowhere' by Elizabeth Laird, students will strengthen their knowledge of plot development and characterisation. The novel will be taught as a whole text and students will develop an understanding of how real-life context and setting impact a narrative. Students will be introduced to the protagonist Omar whose life undergoes massive upheaval when war breaks out in Syria and he is forced to make life-changing choices. Students will learn about the concept of national identity.	In LP2, students will continue to read the novel 'Welcome to Nowhere'. They will use the novel to inspire them to create their own first-person narratives and journal style writing based around the thematic strand of 'Identity'.	This unit will strengthen students' understanding of drama, plot development and characterisation. The play 'Noughts and Crosses' follows the dystopian story of Sephy and Callum who are kept apart by racial bigotry and terrorism. Students will develop their understanding of the impact of social and historical context on the drama.	In LP4, students continue their study of 'Noughts and Crosses' before moving onto love poetry. Students will be introduced to the poetry form of sonnet through Shakespeare's sonnets. Students will be introduced to the concept of poet laureate through the work of Carol Ann Duffy and compare the presentation of love in contemporary poetry with nineteenth century love poetry. Students will be able to know and identify rhyming couplets, conventions, caesura and iambic pentameter.	This unit encapsulates learning around the Year 8 theme of 'Identity'. Students will explore a range of short stories and non-fiction texts and know how to identify different forms of print journalism. These texts will also act as stimulus for the creation of transactional writing. Students will learn about the different forms of transactional writing and know how to write for a specific audience.	
	Skills	Reading: summarise events from a text with clarity; select and embed relevant evidence; make inferred meanings with increasing clarity; close language analysis making comments on connotation and denotation; comment on structure of texts and devices used by writers; use evaluative language in balanced personal responses; make connections within a text demonstrating appreciation of shifts and movement; make comparisons between texts with cohesion Writing: demonstrate awareness of purpose and audience in writing through adaptation of language; write with imagination using a range of devices; write in logical structure with clarity; use a range of language devices and accurate grammar; use a variety of sentence types; use punctuation for effect; spell a range of complex words accurately					
	Key Vocab	identity, resilience, displaced, refugee, dilemma, democracy, establish	perspective, exposition, dialogue, semantic, imagery, structure, characterisation	dystopian, segregate, anguish, incessant, dissident, dominate, equality	symbolic, motif, sonnet, caesura, contemporary, conventional, traditional	prejudice, bias, judgemental, criticise, autonomy, clarify, transactional	

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TOPIC		Modern prose novel: <i>Heroes</i> – Robert Cormier	Creative Writing and War Poetry	Drama: <i>Richard III</i> by William Shakespeare	Drama: <i>Richard III</i> by William Shakespeare Non-Fiction Reading and Writing	Nineteenth Century Fiction

Year 9	Knowledge	<p>The study of English in Year 9 is centred on the thematic strand of 'Appearance versus Reality'. Through their reading of 'Heroes' by Robert Cormier, Pupils will strengthen their knowledge of narrative viewpoint and the use of prolepsis and analepsis. The novel will be taught as a whole text and pupils will develop an understanding of how real-life context and setting impact a narrative. Pupils will be introduced to the protagonist Francis who returns from war determined to wreak revenge on his enemy from the past. Pupils will explore themes of corruption of the innocent, heroism and appearance versus reality.</p>	<p>In LP2, students will use the novel from LP1 to compose their own first person narratives and descriptions based on war and conflict. They will be introduced to war poetry as a genre, studying a range of conflict poetry from different conflicts and different cultures. Again, they will use this poetry as stimulus for their own creative writing.</p>	<p>This unit centres on how Shakespeare presents themes of power, leadership, destiny and family ties within his play 'Richard III'. Students will strengthen their knowledge of Shakespearean theatre. The play will be taught as a whole text and students will develop an understanding of the impact of social and historical context on the drama and whether Shakespeare's drama was true to events.</p>	<p>In LP4, students continue their study of 'Richard III' before moving onto consider how Shakespeare presented Richard III and explore how this presentation has been revised in modern media.</p>	<p>This unit encapsulates learning around the Year 9 theme of 'Appearance versus Reality'. Pupils will read and respond to a range of 19th Century stories from a range of authors such as Edgar Allan Poe, Charles Dickens, and Arthur Conan Doyle all centred around the theme of 'Appearance versus Reality'.</p>
	Skills	<p>Reading: summarise events from a text with clarity and precision; select and embed relevant evidence with precision; make inferred meanings with confident clarity focusing on nuance and subtleties; close language analysis making comments on connotation and denotation; comment on structure of texts and devices used by writers; use evaluative language in balanced personal responses; make connections within a text demonstrating appreciation of shifts and movement; make comparisons between texts with cohesion Writing: demonstrate awareness of purpose and audience in writing through adaptation of language and selection of materials; write with imagination using a wide range of devices; write in logical structure with clarity and precision; use a wide range of language devices and accurate grammar; use a variety of sentence types for effect; use punctuation for effect; spell a wide range of complex words accurately</p>				
	Key Vocab	<p>trauma, veteran, heroism, bravery, intertextuality, honour, theme</p>	<p>propaganda, patriotic, cynical, critical, heroic, masculinity, pride</p>	<p>sovereign, govern, dissemble, tyrant, ruthless, usurp, seize,</p>	<p>propaganda, patriotic, cynical, critical, heroic, masculinity, pride</p>	<p>individualism, gothic, narrative, analepsis, prolepsis, mouthpiece, derive</p>