

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, imagery, 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> by Malorie Blackman	Drama: <i>Noughts and Crosses</i> 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, structure, dialogue, characterisation, imagery, narrative	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> by Robert Cormier	Drama: <i>Richard III</i> by William Shakespeare	Drama: <i>Richard III</i> by William Shakespeare Poetry: Conflict poetry	Fiction Unit: Good versus Evil	Non-Fiction Unit: Good versus Evil

Year 9	Knowledge	The study of English in Year 9 is centred on the thematic strand of 'Appearance versus Reality'. Students will be taught about the gothic horror genre and its popularity in the nineteenth century. Students will be introduced to the term novella and explore the role of narrative viewpoint in our reading of a text. Students will explore themes of corruption of the innocent, heroism and ambiguity of communication within the novella.	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.	In LP3, students continue their study of 'Richard III' before moving onto Conflict poetry. Students will learn about the impact of World War 1 on the creation of 'War Poetry' as a genre. Students will be introduced to war and conflict poetry from different cultures. Students will be encouraged to develop as critical readers as they evaluate the impact of propaganda poetry and the presentation of war and heroism through the ages. Students will be able to know and identify assonance, figurative devices and structural devices.	In this unit, pupils will read and respond to a range of nineteenth century stories from a range of authors such as Edgar Allan Poe, Charles Dickens, and Arthur Conan Doyle - all centred around the theme of 'Good versus Evil'. Pupils will use these narratives as impetus for the composition of their own narratives.	This unit encapsulates learning around the Year 9 theme of 'Good versus Evil'. Pupils will explore non-fiction reading and writing, focusing on how presentation of events, people and issues can be manipulated. Pupils will create their own non-fiction texts around the theme of 'Good versus Evil'.
	Skills	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				
	Key Vocab	trauma, veteran, heroism, bravery, intertextuality, honour, theme	soliloquy, sovereign, govern, dissemble, tyrant, usurp, seize	propaganda, patriotic, cynical, critical, heroic, masculinity, pride	prose, characterisation, theme, narrative, climax, resolution, connection	depiction, bias, prejudice, slander, manipulate, revelation, revision