



# KS3 English

	Content
<b>Year 7 HT1</b>	<p>Year 7 begin with a short creative writing unit, which supports transition from primary school and allows teachers to assess students' confidence in creative expression. The unit centres around the motif of doors as gateways to other places, and students gradually build linguistic and structural skills as they develop their conceptual understanding of this motif.</p> <p>Students then move onto their first novel: <i>The Hunger Games</i> or <i>The Windsinger</i>. The novel is introduced with a writing focus, and students respond creatively to the early characterisation. They become familiar with the key features of a novel, and explore a range of themes, including morality, bravery, friendship and equality.</p>
<b>Year 7 HT2</b>	<p>The class novel is continued into Autumn 2, with a greater focus on reading and analysis skills. Students focus on the presentation of the protagonist and the theme of leadership, particularly in relation to what makes a 'fair society'. Skills are built gradually, so students become confident with using evidence from the novel, and talking about the writers' choices. By the end of the unit, students have learned how to write a 'what, how, why' paragraph, with the main focus on 'what' the writer is showing us. They also begin to look at the structure of an essay, where they explore 'what' is shown in the beginning, middle and end of the novel.</p>
<b>Year 7 HT3</b>	<p>Students read and explore a range of poems around the theme of identity and voice. They study a diverse range of poems from varied authors, all of which represent voices from different cultures. Students are introduced to a range of poetic methods and learn to identify and speak analytically about these. They also have the opportunity to write their own poetry, inspired by their own identity. The 'what' and 'how' elements from their 'what, how, why' analysis will be explored in greater depth.</p>
<b>Year 7 HT4</b>	<p>Students begin with an introduction to the concept of rhetoric, and Aristotle's appeals of rhetoric - ethos, logos and pathos. They then study a range of politically and socially iconic speeches, from great orators, in chronological order. They identify and analyse the use of rhetorical skill within these speeches (revisiting 'what' is shown and 'how' it is shown), whilst exploring the socio-historical significance of these speeches. Each speech is used as a springboard to develop students' oracy and non-fiction writing skills. Students have the opportunity to write and perform their own speeches to their classmates at two points throughout this unit.</p>
<b>Year 7 HT5</b>	<p>Students are introduced to Shakespeare, and look at 6 key scenes from <i>Romeo and Juliet</i>. They focus on the two main themes of love and conflict, and skills are developed to build confidence with interpreting and analysing Shakespearean language. Students have the opportunity to write their own creative response to The Prologue, and use drama to engage with some key scenes. Key literary methods which have been taught throughout the year are revisited and applied to <i>Romeo and Juliet</i>, as students develop established analytical skills, including their 'what, how, why' analysis. These skills are applied in response to an extract from the play.</p>
<b>Year 7 HT6</b>	<p>Students finish the year with a modern play: Philip Pullman's adaptation of <i>Frankenstein</i>. They explore key themes, with a particular focus on human nature and relationships. This is a unit which builds writing skills, so students develop their own linguistic accuracy and style throughout, focusing on their vocabulary, tone, punctuation and sentence construction. Students have the opportunity to write their own descriptive letters, detailing an encounter with Frankenstein's monster, and to write and perform their own monologues from the perspective of Dr Frankenstein or his monster.</p>
<b>Year 8 HT1</b>	<p>Year 8 begin with studying a range of poems which explore the theme of conflict. They look at a range of poets and voices, and develop understanding of the contexts of different conflicts across cultures and countries. Students also have the opportunity to write their own poetry and creative pieces inspired by different types of conflict. Students revisit and build upon the poetic methods taught in Year 7, and develop their analysis in 'what, how, why' paragraphs, with a particular focus on the 'how' and 'why'.</p>
<b>Year 8 HT2</b>	<p>Year 8 return to Shakespeare, but look this time at a comedy: <i>Much Ado About Nothing</i>. They focus on the key themes, namely love and deception, and in particular look at the development of Beatrice and Benedick across the text. Students revisit and build upon a range of literary methods taught in Year 7, and focus particularly on how dramatic irony is utilised for comic effect. They become confident with responding to whole texts and extracts in a 'what, how, why' paragraph. They also develop essay writing skills, structuring their 'what, how, why' paragraphs into extensive and cohesive responses. Students will all have the opportunity to watch a staged adaptation of the play to support their understanding (onscreen).</p>
<b>Year 8 HT3</b>	<p>Students move onto Religion and Mythology, as their main creative writing unit in Year 8. They begin by exploring key Biblical stories which will support their understanding of religious references later in KS4. Following this, they study Greek mythology, looking specifically at stories around Zeus, Poseidon, The Fates and Narcissus, as a springboard for creative responses and an anchor for developing key literacy skills. Students are given several opportunities for creative writing; we concentrate on developing their own narrative style, with specific focus on planning, narrative structure, characterisation, tone, vocabulary and punctuation.</p>



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<b>Year 8 HT4</b>	The second of two creative writing based units is Short Stories and Genres. Students study the conventions of a range of different genres: Gothic, Crime, Horror, Science Fiction, and Dystopian. They study a short story for each of these genres; the key texts are 'The Tell-Tale Heart' (Gothic), 'Lamb to the Slaughter' (Crime), and 'A Sound of Thunder' (Science-Fiction). Students identify and explore the conventions of these texts, and use them to inspire creative writing across a range of genres. Students are also given the opportunity to write their own short story over a longer period of time. By the end of the unit, they not only have a clear understanding of genre, but have also developed their own opinions and styles.
<b>Year 8 HT5</b>	In the Summer term, students read <i>Animal Farm</i> , by George Orwell. They begin by exploring relevant contextual information, primarily the concepts of Communism and Marxism, before reading the novella in conjunction with its main themes: manipulation, equality, and leadership. Students read the text over a whole half term, and build their analytical skills as they move through the text, returning to and building upon literary methods taught in Year 7 and 8. Symbolism is a key and recurrent focus, and the idea of the text as a construct is embedded. We interweave the study of 'what' is shown, 'how' it is shown, and 'why' it is shown throughout the unit.
<b>Year 8 HT6</b>	Students recap the key events and themes of <i>Animal Farm</i> , before exploring key essay writing skills. Students build up to writing their own essay on the presentation of Napoleon's leadership in <i>Animal Farm</i> . This then becomes the basis for the development of debating and argument skills, with a focus on planning and writing informed, logical and detailed arguments. Students complete a range of written and verbal tasks; they write and perform a mock trial with Napoleon as the defendant; they write speeches defending or prosecuting Napoleon's actions; and they learn how to partake in a formal, academic debate, which centres around leadership in <i>Animal Farm</i> .
<b>Year 9 HT1</b>	Year 9 begin with the study of Malorie Blackman's <i>Noughts and Crosses</i> . They are introduced to key vocabulary and concepts which form the basis for the unit, including institutionalised racism. This develops their understanding of Blackman's 'why'. They read the novel in conjunction with its key themes: love, education, racism and justice. Using the novel as a model, students develop creative writing skills, with a particular focus on creating setting, using symbolism, and creating narrative perspective. Linguistic and structural methods taught in KS3 are returned to and built upon, and 'what', 'how' and 'why' analysis skills are interwoven throughout the unit as the text demands.
<b>Year 9 HT2</b>	Students continue to read <i>Noughts and Crosses</i> , developing their exploration of the themes of racism, love, justice and education. They build on their analysis skills, notably 'how' and 'why' things are presented in particular ways. The concept of institutional racism is explored in more detail, as students are able to see the impact of this injustice upon characters. Where previously the writing focus was creative, now it becomes more analytical: as students progress through the novel, they comment on the structure of the text as a whole, and the symbolic significance of the writer's choices. By the end of the unit, students produce extensive and thought-provoking essays on either a theme or character based question.
<b>Year 9 HT3</b>	Year 9 begin Spring 1 with poetry centred around the theme of love and relationships. They look at a range of different poets, and explore different types of love: familial, romantic, and lost and broken relationships. Students are taught how to access unseen poetry and work out 'what' is being shown. They then build their knowledge of 'how' it is shown, revisiting poetic methods taught in Years 7 and 8, and examining these individually and in detail in conjunction with specific poems. The key words for the unit - adjectives such as 'nostalgic' and 'poignant' - develop students' ability to articulate the emotional effects of language. Students are also given the opportunity to respond creatively.
<b>Year 9 HT4</b>	In Spring 2, we take a thematic approach to transactional writing. Students look at five key themes: race, mental health, politics, the environment, and gender. They study texts which explore this theme, including a poem and irrelevant, current non-fiction text. They then construct a piece of writing with links to the theme. Students experience reading and writing a range of different text types, including letters, emails, opinion articles, newspaper reports and speeches. Students also have the opportunity to write a letter to their local MP on a topic of their choice.
<b>Year 9 HT5</b>	Year 9 begin the Summer term with their first GCSE text: 'An Inspector Calls'. We take a very interactive and engaging approach to this first reading of the play: students complete a dramatic reading of the text, and look at character development across the text as a whole. They explore the key themes of responsibility, political ideology, inequality and social class, whilst building upon analytical skills developed throughout KS3. Y9 are introduced to the GCSE AOs in an accessible way, so they understand how their 'what, how, why' analysis transfers into a more mature essay. We place this GCSE text at the end of Year 9 to support students' cognitive load, and the demands of the GCSE. Students often cite this unit as one of their favourites, and the earlier reading allows them to develop analytical skills in Year 10.
<b>Year 9 HT6</b>	Year 9 end the Summer term with an exploration of some of their 'Power and Conflict' poetry anthology. They begin by looking at critical theories linked to the concepts of power and conflict, and then study the poems thematically: they explore identity, the abuse of power, internal conflict, the power of nature and the reality of war. Some comparison is built into this unit, but it is primarily focused on developing student understanding of the key concepts and themes in the anthology. Analysis skills are focused on individually, and in conjunction with specific poems which are well suited to particular methods.