

KS3 Curriculum Plan

	LP1	LP2	LP3	LP4	LP5
TOPIC	Creative Texts and Narrative Writing - The Lord of the Flies	Creative Texts and Narrative Writing - The Lord of the Flies	Poetry - Nature	Transactional Writing - Climate Change	Shakespeare - The Tempest
Year 7 Knowledge	Pupils will analyse a dystopian novel. They will understand the plot of chapters 1-6 in Lord of the Flies, define the term dystopian and understand the conventions of a dystopian novel, name the main characters of the novel, explain their roles and their relationships, understand key themes of violence and conflict, know the context of the novel and link this to the plot (nuclear war, rationing, WW2), complete a SATS style assessment testing their knowledge on plot, characters, vocabulary and word choices and begin to use the PEE structure to analyse texts	Pupils will be developing their resilience to write at length. They will understand the plot of Chapters 7-12 of Lord of the Flies, know why sentences are constructed and the effects they create, apply their own knowledge of vocabulary, grammar, and structure to produce their own forms of imaginative writing. Learn to amend, develop, and make deliberate decisions in choosing specific vocabulary, punctuation, and spelling whilst they edit and proofread their work.	Pupils will be exploring poetry through the ages. They will: Identify and understand features of different forms of poetry. Learn and identify subject specific terminology (caesura, enjambment etc...), understand contexts of a wide range of poems, study poetry from Victorian to modern contemporary eras. Comment on the writer's intentions and poetic voice. Create their own poems in the style of ones studied.	This unit will raise pupils' awareness of the of the issues surrounding 'Climate Change' through a range of non-fiction texts. They will: Create different types of non-fictional texts to suit a varying audiences and purposes. Read a range of non-fictional extracts and texts to support their own writing. Explore the power of language and comment on deliberate choices by the writer in structured responses (PEE)	Pupils will be studying a Shakespearean comedy. They will: Know and understand the plot of The Tempest. Understand the key characters and the roles they play. Identify and study the themes of magic, betrayal, servitude and loyalty. Define and apply the terms colonialism and usurpation. Study the dramatisation of Shakespeare's language and stagecraft. Students will be introduced to contextual details including historical and cultural.
Procedural knowledge	Reading for meaning and using evidence to show understanding; writing for specific purpose, audience and format; development of creative writing skills with fortnightly Writing Workshop lessons; Spoken Language skills of performance and debate.				
Key Vocab	Savages, conche, civilisation, villain, disorder, chaos, authority, responsibility.	Implicit, explicit, character, setting, plot, foreshadowing, imagery, dialogue, narrative.	Stanza, line, poet, alliteration, simile, structure, tone, persona, voice.	Fact, opinion, purpose, audience, form, rhetorical question, repetition, triple.	Comedy, dramatic irony, soliloquy, stagecraft, Shakespearean.

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TOPIC	Creative Texts and Narrative Writing - The Gothic	Modern Play - The Crucible	Poetry - Relationships	Transactional Writing - Crime and Justice	Shakespeare - Macbeth
Year 8 Knowledge	Pupils will be introduced to the conventions of the gothic genre through a range of 19th Century extracts. They will: Understand the plot and study key extracts from a pre 1914 novel (Jekyll and Hyde) looking at characterisation, setting, mood and tone and using this to influence their own work. Develop their understanding of how language creates meaning and how literary devices are used in descriptions through PEA. Study gothic conventions and identify these in a range of extracts commenting on effect and meaning in PEA. Pupils will use literary devices to create their own descriptions of gothic characters and settings. They will learn how to vary their structure for effect and make deliberate vocabulary choices to have a specific effect	Pupils will be exploring the genre of a play written by an American playwright; They will: Understand the plot and study key scenes from the play exploring how structure and stagecraft creates and develops characters. Understand and apply the terms McCarthyism, puritan and hysteria to the plot and characters. Study the Salem witch trials and make comparisons between context and plot. Explore the effects of stagecraft in creating meaning. Analyse dialogue and the vocabulary characters are given and how this makes the audience react to them in structured PEA paragraphs	Pupils will be exploring relationships throughout the ages, through their exploration of a range of poems from the Romantic to the contemporary. They will: Identify and understand features of different forms of poetry. Consolidate their knowledge of subject specific terminology (caesura, enjambment etc...) and analyse the effect of these on the reader in structured PEA responses. Understand specific contexts of a wide range of poems. Study poetry from Victorian to modern contemporary eras. Comment on the writer's intentions and poetic voice. Answer a series of SATS style comprehension questions on character, plot, language and structure	This unit will raise pupils' awareness of how Crime and Justice have changed over time' through a range of non-fiction texts. They will: Create different types of non-fictional texts to suit a varying audiences and purposes. Read a range of non-fictional extracts and texts to support their own writing. Explore the power of language and comment on deliberate choices by the writer in structured responses (PEA). They will use their knowledge of purpose, audience to support comprehension as well as making critical comparisons across texts. Pupils will then use rhetorical devices in their writing.	Pupils will be studying a Shakespearean tragedy. They will: Know and understand the plot of Macbeth. Understand the key characters and the roles they play. Identify and study the themes of insanity, witchcraft, power and murder. Define and apply the terms regicide and the supernatural. Study the dramatisation of Shakespeare's language and stagecraft looking in detail at Shakespeare's deliberate language and structural choices. Understand, identify and create a soliloquy. Students will be introduced to contextual details including the reign of James I, his beliefs and the Great Chain of Being.
Procedural knowledge	Analysing a variety of different texts; sustaining writing for purpose, audience and format; drafting and editing to improve writing skills within fortnightly Writing Workshop sessions; Spoken Language for performance, debate and individual monologues.				
Key Vocab	Pathetic fallacy, melancholy, desolate, juxtaposition, foreshadowing, moorland.	Witchcraft, Salem, Puritan, Satan, accusation, allegation, possession, suspense, hysteria.	Speaker, persona, enjambment, caesura, psychological, ambiguous, arrogance, egotistical.	Emotive Language, empathy, sympathy, hyperbole, direct address.	Tragedy, supernatural, regicide, prophecies, delusion, sanity.

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TOPIC	Creative Texts and Narrative Writing - The Speckled Band	Modern Novel - The Woman in Black	Poetry - Conflict (War)	Transactional Writing - Conflict	Shakespeare - Othello
Year 9 Knowledge	Pupils will be introduced to crime fiction through a short story; They will: Know the plot and characters of The Speckled Band. Develop understanding of characterisation and setting. Understand the terms red herring and foreshadowing and identify these in a short story. Create their own crime fiction influenced by ideas, language and structural devices studied in The Speckled Band. Pupils will then use their developing knowledge of structure techniques and literary devices to create their own imaginative crime fiction	Pupils will be exploring the development of the gothic genre through a more modern gothic whole text. They will: Understand the plot and characters of The Woman in Black. Continue developing their understanding of characterisation, setting and plot. They will be building on their explanations of text by developing their analytical skills. Pinpoint specific language devices and comment on how they create meaning. Make specific links to the context the text was both based and written in. Develop their analysis of writer's use of language and structure in PEAZL paragraphs	Pupils will be exploring different conflicts throughout the ages; They will: Identify and understand features of different forms of poetry. Consolidate their knowledge of subject specific terminology (caesura, enjambment etc...) and analyse the effect of these on the reader in structured PEAZL responses linking their analysis to context. Make comparisons between poems with emphasis on themes, language, structure, form and meaning. Understand specific contexts of a wide range of poems and linking this to the language used in the poem. Study poetry from Victorian to modern contemporary eras. Comment on the writer's intentions and poetic voice	This unit will allow pupils to develop their own viewpoints when writing about the consequences of conflict. They will: Evaluate their views on a range of non-fictional extracts using evidence to support their ideas. Create different types of non-fictional texts to suit a varying audiences and purposes. Read a range of non-fictional extracts and texts to support their own writing. Explore the power of language and comment on deliberate choices made by the writer in structured responses, linking ideas to context and structure (PEAZL). They will use their knowledge of purpose, audience to support comprehension as well as making critical comparisons across texts. Pupils will then use rhetorical devices in their writing.	Pupils will be studying Shakespeare's Othello; They will: Know the plot of Othello. Understand the key characters and the roles they play. Identify and study the themes of jealousy, race and gender. Study the dramatisation of Shakespeare's language and stagecraft looking in detail at Shakespeare's deliberate language and structural choices in PEAZL paragraphs
Procedural knowledge	Analysing a variety of texts and explaining how context effects meaning; writing at length confidently, fluently and accurately; speaking for a range of different purposes.				
Key Vocab	Red herring, antagonist, protagonist, characterisation, morality, retribution.	Marsh, suspense, tension, drama, setting.	Pace, rhythm, semantic field, refrain, connotation, anaphora.	Structure, anecdote, fact, opinion, statistic, rhetoric, gesture, intonation.	Duplicity, cuckold, patriarchy, subvert, treacherous, manipulative.