

KS3 Curriculum Plan						
Year 7	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Narrative</i> <i>Reading: Modern Novel - The Woman in Black</i>	<i>Narrative</i> <i>Writing: Creative Writing</i>	<i>Spoken Language – Employability Skills</i>	<i>Non-Fiction Reading and transactional writing</i>	<i>Shakespeare - The Tempest</i>
	<i>Knowledge</i>	Students will develop key reading skills including inference, analysis, and interpretation, with a focus on how writers use language, structure, and setting to create mood, character, and atmosphere. They will learn to identify and explore literary techniques such as symbolism, imagery, and narrative perspective.	Building on the skills that students have developed during LP1, students will apply their understanding of how writers create novels to their own creative writing, using the text as inspiration to craft original narratives that demonstrate thoughtful use of vocabulary, structure, and descriptive detail.	This unit enhances students' speaking and listening skills, developing their ability to communicate ideas clearly and confidently in a range of formal and informal contexts. Through research, group discussion, and individual presentations, students will learn to articulate ideas, use persuasive language, adopt tone for purpose and audience, and give and receive constructive feedback. They will also gain insight into employability skills such as teamwork, problem solving, and effective communication, with a focus on nature related careers.	Students will refine their ability to read and understand a range of nonfiction texts, identifying key arguments, tone, and language techniques. In writing, students will practise producing text such as speeches, letters, articles, and reviews, with a strong focus on structure, clarity, and audience awareness.	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 colonialism and patriarchy.
	<i>Procedural knowledge</i>	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.				
	<i>Key Vocab</i>	Atmosphere, tension, isolation, emotion, perspective, structure, subtle.	Implicit, explicit, setting, foreshadowing, imagery, dialogue, narrative.	Articulate, confident, formal, engage, persuasive, audience, clarity	Purpose, tone, viewpoint, structure, ethos, logos, pathos	Comedy, dramatic irony, soliloquy, stagecraft, Shakespearean, motive, interpret.

Year 8	TOPIC	LP1 <i>Narrative Short Stories</i>	LP2 <i>Narrative Writing</i>	LP3 <i>Poetry</i>	LP4 <i>Transactional Writing - Crime and Justice</i>	LP5 <i>Blood Brothers</i>
	Knowledge	Students will develop their analytical and evaluative skills from year 7, focusing on exploring how writers craft their texts. They will explore the effectiveness of different techniques, such as expositions;  'showing not telling';  creating and developing atmosphere; building tension and developing characterisation.   They will also develop their inference, analysis and evaluative skills.	Pupils will continue to develop their knowledge and skills from y7 to be able to write imaginatively. They will be using the text to develop their vocabulary and apply this in their own writing; whilst building on their knowledge of literary devices to enhance the impact of their writing.	Pupils will study a range of pre-19th century and modern poems with a focus on crime and justice, including how violence, obsession and power are portrayed poems such as Robert Browning's 'Porphyria's Lover', 'The Laboratory' and 'My Last Duchess', and Carol Ann Duffy's 'Medusa' and 'Valentine'.  Students will be compare the presentation of crime and justice 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 will raise pupils' awareness of how Crime and Justice have changed over time through a range of non-fiction texts. 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.	Students will gain insight into themes such as class division, fate versus free will, and the impact of environment on opportunity. They will explore dramatic techniques, character development, and social context, particularly 20th-century Liverpool. They will examine the dramatic role the narrator plays and explore structural devices like dramatic irony.
	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	Consequence, motive, interpretation, ambiguity, perspective, conflict, foreshadow.	Atmosphere, structure, pacing, characterisation, resolution	Speaker, persona, enjambment, caesura, psychological, ambiguous, arrogance, egotistical.	Emotive Language, empathy, sympathy, justify, bias, ethos, logos, pathos	Tragedy, fate, inequality, status, consequence, opportunity, empathy.

Year 9	TOPIC	LP1 <i>Exploring Narratives - The Writer's Craft</i>	LP2 <i>Constructing Narratives: Creative Writing</i>	LP3 <i>Poetry - Conflict</i>	LP4 <i>Transactional Writing - Conflict</i>	LP5 <i>Shakespeare - Othello</i>
	Knowledge	Students will develop their analytical and evaluative skills from year 8, focusing on exploring how writers craft their texts. They will explore the effectiveness of different techniques, such as in media res; how writers create humour, flashbacks; different resolutions; 'moment in time' narrative structures and monologues and stream of consciousness.  They will also develop their inference, analysis and evaluative skills.  Students will study a range of forms and periods of narratives from a diverse range of modern and pre-19th century authors.	In year 9, students explore more advanced narrative techniques such as symbolism, shifts in perspective, and non-linear structure. They also explore how tone, mood and character perspective can be used to create different effects.	Students will explore how conflict is presented in different ways through poetry, looking especially at conflicts in war, society and the individual.  Pupils will be exploring different conflicts throughout the ages; they will be using context to develop their understanding of how the poetic voice creates meaning. They will build on their knowledge of poetic terminology to support their analysis and begin to make comparisons between the poems.	This unit will allow pupils to develop their own viewpoints when writing about the consequences of conflict. They will analyse, evaluate, and compare the writer's success in a range of non-fiction texts from different conflicts, to make develop their own thoughts and opinions.	Pupils will be studying a Shakespeare's Othello; they will study his use of character, action, and language through close analysis of extracts as well as exploring his presentation of power, jealousy, and betrayal across the whole text.
	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	Convey, Nuance, Ambiguity, Foreshadow, Allude, Juxtapose, Subtext	Atmosphere, perspective, imply, tension, contrast, reveal	Pace, rhythm, semantic field, refrain, connotation, anaphora.	Structure, anecdote, fact, opinion, statistic, rhetoric, gesture, intonation.	Duplicity, cuckold, patriarchy, subvert, treacherous, manipulative.