



KS3 English Journey



KS3 English at Goldington Academy

At Goldington Academy, our Key Stage 3 English curriculum offers a rich, challenging journey through literature and language. Our aim is to prepare students with the knowledge, confidence, and skills they need to succeed at GCSE and beyond.

As a department, we have carefully mapped the big questions we believe literature asks about the human condition. Our curriculum is built around these ideas, using engaging and thought-provoking texts which encourage students to explore what writers' intentions are and how they achieve these. We focus throughout on building students' writing skills, enabling them to become effective and engaging writers of fiction, non-fiction and poetry.

In **Year 7**, students explore texts with themes such as identity, inequality, and human nature. Through a range of literary and non-fiction texts, they begin to build skills in analysis, creative writing, and discussion. Oracy is a key focus, with regular opportunities for debate and presentation.

In **Year 8**, students deepen their understanding of literature, focussing on texts written about relationships, conflict, power, and society. They continue to develop their writing and analytical responses.

In **Year 9**, students are introduced to greater complexity in both content and expectations. They explore ideas such as morality, love, loss, and the human condition, while developing extended written responses and preparing for GCSE-style tasks.

Each term includes assessments in reading, writing, and speaking. Students also receive recommended reading lists to support their independent learning and love of literature.

Autumn Term		
Year 7	Year 8	Year 9
<p>An Unequal World: Exploring Inequality through Literature</p> <p>Big Ideas: <u>What is human society?</u> Should we care for the weak and poor, or let them fend for themselves?</p> <p>Key Texts: 'The Bone Sparrow', Dickens extracts</p> <p>Non-Fiction: Zana Fraillon interview, Speeches: Chimamanda Ngozi Adichie & Emmeline Pankhurst</p> <p>Themes: Oppression, freedom, identity, discrimination.</p> <p>Oracy: Discussion, debate</p>	<p>Beyond the Battlefield: Human Voices in Tragedy and Conflict</p> <p>Big Ideas: <u>How should we live our lives?</u> How do parents act towards their children? How do we deal with death?</p> <p>Key Texts: 'Romeo and Juliet' and 'War and Words' anthology</p> <p>Non-Fiction: WWI letters</p> <p>Themes: Relationships, love, hate, power, manipulation, fear,</p> <p>Oracy: Discussion, debate, recital, performance</p>	<p>The Beast Within: Exploring Human Nature</p> <p>Big Ideas: <u>What is human nature?</u> Are we naturally evil or good?</p> <p>Key Text: Lord of the Flies</p> <p>Themes: Nature vs nurture, good vs evil, human nature, maturity, development, morals.</p> <p>Non-Fiction: Articles: The Real Lord of the Flies, Psychology of humans</p> <p>Oracy: Discussion, debate, role-play, speech writing and performance</p>
<p>Assessments:</p> <p>Reading: How is Queeny presented in the extract and throughout the novel?</p> <p>Reading: Language analysis of an extract from Oliver Twist</p>	<p>Assessments:</p> <p>Reading: Does Shakespeare present Lord Capulet as a good father in the extract and the play as a whole?</p> <p>Reading: Poetry comparison</p>	<p>Assessments:</p> <p>Reading: How does Golding present the character of Jack in the extract and throughout the novel?</p> <p>Writing: In character</p>
<p>Recommended Reading:</p> <p><i>Windrush Child</i> by Benjamin Zephaniah</p> <p><i>Black and British</i> by David Olusoga</p> <p><i>Welcome to Nowhere</i> by Elizabeth Laird</p> <p><i>They Both Die at the End</i> by Adam Silvera</p> <p><i>The Secret of Platform 13</i> by Eva Ibbotson</p>	<p>Recommended Reading:</p> <p><i>The Fault In Our Stars</i> by John Green</p> <p><i>Goodnight, Mister Tom</i> by Michelle Magorian</p> <p><i>The Book Thief</i> by Markus Zusak</p> <p><i>The Great War: Stories from WW1</i> by David Almond</p> <p><i>Code Name Verity</i> by Elizabeth Wein</p>	<p>Recommended Reading:</p> <p><i>The Hunger Games</i> by Suzanne Collins</p> <p><i>Coral Island</i> by R.M Ballantyne</p> <p><i>Lord of the Fly Fest</i> by Goldy Moldavsky</p> <p><i>Gone</i> by Michael Gran</p> <p><i>Trash</i> by Andy Mulligan</p> <p><i>You're Awesome</i> by Matthew Syed</p>

Spring Term		
Year 7	Year 8	Year 9
<p>Literary Voyages: A Classic Journey Through Time</p> <p>Big Ideas: <u>What is human nature?</u> What's more important for human beings? Law and order or freedom?</p> <p>Key Texts: 'Myths and Legends', 'The Tempest' and Fantasy Narratives</p> <p>Themes: Power, magic/supernatural, status, monster vs man, power, origins, survival, conflict, heroes and villains.</p> <p>Non-Fiction: Article: A Real Character: Is Prospero Shakespeare?</p> <p>Oracy: Debate, role-play, performance</p>	<p>Shadows and Ruins: Human Fears in Gothic and Dystopian Writing</p> <p>Big Ideas: <u>What is human nature?</u> Are we naturally good or evil?</p> <p>Key Texts: 'The Woman in Black' and dystopian extracts</p> <p>Themes: Fear, death, supernatural, grief, power and control, survival,</p> <p>Non-Fiction: Article: The Psychology Behind why we love (or hate) horror</p> <p>Oracy: Discussion, role-play</p>	<p>The Faces of Human Love: Exploring Love through Shakespeare and Poetry</p> <p>Big Ideas: <u>How should we live our lives?</u> What is the relationship between different generations or genders?</p> <p>Key Texts: 'Much Ado About Nothing' and Love and Relationships poetry anthology</p> <p>Themes: Relationships, gender, honour, reputation, love, Love, loss, grief, family relationships, nostalgia.</p> <p>Non-Fiction: Article: British Romanticism</p> <p>Oracy: Discussion, Performance, Recital</p>
<p>Assessments:</p> <p>Writing: Creative writing – Icarus's flight</p> <p>Reading: How does Shakespeare present Caliban in the extract and throughout the play?</p>	<p>Assessments:</p> <p>Writing: Create the opening to a gothic story</p> <p>Writing: Create the opening to a dystopian story</p>	<p>Assessments:</p> <p>Reading: How is Beatrice presented in the extract and throughout the play?</p> <p>Reading: Poetry Comparison</p>
<p>Recommended Reading:</p> <p><i>Ariel</i> by Sylvia Plath</p> <p><i>Prospero's Daughter</i> by Elizabeth Nunez</p> <p><i>Kensuke's Kingdom</i> by Michael Morpurgo</p> <p><i>Norse Myths: Tales of Odin, Thor and Loki</i> by Kevin-Crossley-Holland</p> <p><i>Beowulf</i> by Michael Morpurgo</p>	<p>Recommended Reading:</p> <p><i>Coraline</i> by Neil Gaiman</p> <p><i>The Shadow on the Stairs</i> by Chris Eboch</p> <p><i>Uncle Montague's Tales of Terror</i> by Chris Priestley</p> <p><i>The Maze Runner</i> by James Dashner</p> <p><i>The Hunger Games</i> by Suzanne Collins</p>	<p>Recommended Reading:</p> <p><i>Twelfth Night</i> by William Shakespeare</p> <p><i>The Importance of Being Earnest</i> by Oscar Wilde</p> <p><i>Pride and Prejudice</i> by Jane Austen</p> <p><i>Poems to Live Your Life By</i> by Chris Riddell</p> <p><i>Milk and Honey</i> by Rupi Kaur</p> <p><i>These Are The Words</i> by Nikita Gill</p>

Summer Term		
Year 7	Year 8	Year 9
<p>Journeys and Justice: Exploring the world through travel writing and the power of poetry for change</p> <p>Big Ideas: <u>How should we live our lives?</u> How do we deal with alienation from those around us? Key Texts: ‘Words that Burn’ anthology, Travel writing extracts Themes: Identity, freedom of expression, cultures, religion and freedom, exploration, discovery Non-Fiction: Amnesty article: Human Rights Oracy: Presentation, discussion</p>	<p>Divided by Fate: Exploring class, choices and chances</p> <p>Big Ideas: <u>What is human society?</u> What is a natural society: equality or hierarchy? Key text: ‘Blood Brothers’ Themes: Education, equality, power, poverty, gender, freewill. Non-Fiction: Global Education articles, Speech: Michelle Obama – Let Girls Learn Oracy: Presentation</p>	<p>Heroes, Villains and the Human Condition: Uncovering identity and morality</p> <p>Big Ideas: <u>What is human society?</u> Should we care for the weak and the poor or let them fend for themselves? Key texts: ‘Heroes and Villains’ extracts, 19th century extracts Themes: Good vs evil, ethics, morals, bravery, cowardice, justice, rule-breaking Non-Fiction: Articles: Real life heroes – articles. Famous Speeches Oracy: Presentation</p>
<p>Assessments: Reading: Poetry analysis Writing: Travel writing – spoken language assessment</p>	<p>Assessments: Reading: How are mother presented in the play? Writing: Speechwriting – The future of education. Spoken Language assessment</p>	<p>Assessments: Reading: 19th century language analysis Writing: Speech – Heroes. Spoken Language Assessment</p> <p>*Year 9 will also complete a Paper 1 exam this term*</p>
<p>Recommended Reading: <i>I am Malala</i> by Malala Yousafzai <i>Greta’s Story: The Schoolgirl Who Went on Strike to Save the Planet</i> by Valentina Camerini <i>Around the World in Eighty Days</i> by Jules Verna <i>The Motorcycle Diaries</i> by Ernesto Che Guevara <i>Travels with Charley: In Search of America</i> by John Steinbeck</p>	<p>Recommended Reading: <i>Noughts and Crosses</i> by Malorie Blackman <i>The Outsiders</i> by S.E. Hinton <i>Trash</i> by Andy Mulligan <i>Once</i> by Morris Gleitzman <i>The Breadwinner</i> by Deborah Ellis</p>	<p>Recommended Reading: <i>I am Malala</i> by Malala Yousafzai <i>Into the Wild</i> by Jon Krakauer <i>Quiet Strength</i> by Tony Dungy <i>Frankenstein</i> by Mary Shelley <i>Dracula</i> by Bram Stoker</p>