

## Our KS3 journey

As a department we have carefully mapped the big questions we believe literature asks about the human condition and have created a KS3 curriculum rich with engaging literary texts which contain the big ideas they will meet later in KS4. We ask what the writer intended when we read their texts as well as how they achieve their aims. As we progress from year 7 to year 9, students are asked to increase the level of complexity to ensure that they are challenged and building the skills they require as students of English.

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Autumn 1</b>	<b>The Bone Sparrow</b>	<b>Romeo and Juliet</b>	<b>Of Mice and Men</b>
	<p>Writer's Intention: To teach us that all humans are equal; to discuss the importance of freedom, and to explore current issues such as genocide and the refugee crisis.</p> <p>Themes: Oppression, freedom, identity, discrimination.</p> <p>Writer's Methods: Narrative viewpoint, sub plots and parallel narratives and structure.</p> <p>Assessment: Reading – Extract analysis – How is Queeny presented throughout the novel?</p>	<p>Writer's Intention: To make us question whether we have fate or freewill.</p> <p>Themes: Relationships, love and hate, parents.</p> <p>Writer's Methods: The technique of foreshadowing, inciting incidents and power of spoilers. (e.g. moments of no return, moving plot on quicker).</p> <p>Assessment: Is Lord Capulet a good father?</p>	<p>Writer's Intention: To question how to we deal with alienation from those around us.</p> <p>Themes: Friendship, loneliness, gender, discrimination, power.</p> <p>Writer's Methods: The structural technique of circular narrative, motifs (light and dark, duality), symbolism, characterisation – heroes and villains and misjudgement.</p> <p>Assessment: Reading assessment- How does Steinbeck present ideas about the American Dream in Of Mice and Men?</p>

<p><b>Autumn 2</b></p>	<p>First half  <b>Fantasy narratives:  creative writing unit</b></p>	<p><b>War and Words</b></p>	<p><b>Determination  and disaster.</b></p>
	<p>Writer's Intention: To move from an ordinary world to a fantasy world.</p> <p>Themes: magic, heroes and villains, fantasy creatures.</p> <p>Writer's Methods: Creating atmosphere and choosing the right words, creating mood change. Show don't tell. Structure – signalling time/place shifts</p> <p>Reader Response: Creative writing assessment – writing own fantasy story.</p> <p><b>Second half</b>  <b>Introduction to Dickens</b>  Themes: Should we care for the weak and poor, or let them fend for themselves?</p> <p>Writer's Methods: Characterisation and language, pathetic fallacy (use and analysis) beginning to look at structure and focus within a text.</p> <p>Reader Response: Reading – Language analysis of an extract from Oliver Twist.</p>	<p>Writer's intention: To feel empathy for suffering within historical contexts.</p> <p>Themes: Power, manipulation, fear,</p> <p>Writer's methods: Explore manipulation through language (propaganda). Poetic terms.</p> <p>Assessment: Comparison of poems on war. Compare attitudes to war in two poems.</p>	<p>Writer's Intention: To convey viewpoints and perspectives.</p> <p>Themes: selfishness, determination, resilience</p> <p>Writer's Methods: Descriptive and emotive language, presenting a variety of points of view.</p> <p>Assessment: Interpreting perspective in reading and writing to describe and argue.</p>

<b>Spring 1</b>	<b>The Tempest</b>	<b>The Woman in Black</b>	<b>Much Ado about Nothing</b>
	<p>Writer's Intention: To reflect how status and power are used to control.</p> <p>Themes: Power, magic/supernatural, status.</p> <p>Writer's Methods: Heroes and villains</p> <p>Reader Response: Reading assessment – extract. How Shakespeare presents Caliban at this moment in the play.</p>	<p>Writer's Intention: How do we deal with death? How fear is used to control people.</p> <p>Themes: Fear, death, supernatural and grief.</p> <p>Writer's Methods: Anti-climax, backstory and flashbacks, building suspense, pathetic fallacy and atmosphere.</p> <p>Reader response: Reading- extract assessment- How does Susan Hill create a sense of fear in this extract?</p>	<p>Writer's Intention: How are gender roles different?</p> <p>Themes: Relationships, gender, honour, reputation, different types of love</p> <p>Writer's Methods: Contrast, puns and word play, disguises, mistaken identity.</p> <p>Reader Response: Benedict's attitudes to love. (based on an extract).</p>

<b>Spring 2</b>	<b>Ancient literature: Myth and legends</b>	<b>Dystopia</b>	<b>Poetry – love and relationships</b>
	<p>Writer's Intention: To understand what is meant by world literature and how its themes reflect in modern texts.</p> <p>Themes: Monster vs man, power, origins, survival, conflict, heroes and villains.</p> <p>Writer's Methods: Characterisation, structure, setting and plot development/ plot twists.</p> <p>Assessment: Creative writing assessment- description of Midas' kingdom or Icarus' flight.</p>	<p>Writer's Intention: To warn humanity about unchecked actions. Man vs nature.</p> <p>Themes: power and control, survival, environment</p> <p>Writer's Methods: Visceral description. (Editing to improve)</p> <p>Assessment: Own dystopian opening / setting.</p>	<p>Writer's Intention: To understand the different kinds of love. What is the process of maturation?</p> <p>Themes: Love, loss, grief, family relationships, nostalgia.</p> <p>Writer's Methods: Poetic techniques, alternative interpretations.</p> <p>Reader Response: Comparison of two poems considering alternative interpretations.</p>

<b>Summer 1</b>	<b>Poetry – Growing pains</b>	<b>Blood Brothers</b>	<b>Telling tales</b>
	<p>Writer’s Intention: What is the process of maturation?</p> <p>Themes: Growing up, friendships, stereotypes</p> <p>Writer’s Methods: poetic techniques</p> <p>Reader Response: Looking at one poem and explaining how it reflects a theme.</p>	<p>Writer’s intentions: Are we born with inherited traits or are we a blank slate? How do we become adults? How do parents act towards their children?</p> <p>Themes: Education, equality, power, poverty, gender, freewill.</p> <p>Writer’s Methods: Contrast, character reactions/emotions journey, change.</p> <p>Assessment: Comparing mothers.</p>	<p>Writer’s Intention: Explorations in creative reading</p> <p>Methods: motif, symbolism etc...</p> <p>Assessment: Reading Bringing all together Creative writing.</p>

<b>Summer 2</b>	<b>Travel writing</b>	<b>Non-fiction – Global Education</b>	<b>19<sup>th</sup> Century best literary moments</b>
	<p>Writer’s Intention: To persuade people and review and inform.</p> <p>Themes: good life, environment, other cultures.</p> <p>Writer’s Methods: description</p> <p>Spoken language: Persuasive speech. Potentially presenting an advert.</p>	<p>Writer’s Intention: Should we conform or be original.</p> <p>Themes: equality, power and control, freedom, poverty</p> <p>Writer’s Methods: argumentative methods, counter argument, viewpoints.</p> <p>Assessment: Spoken Language assessment.</p>	<p>Writer’s Intention: To make the reader think about the human condition.</p> <p>Themes: gender, parenting etc....</p> <p>Writer’s Methods: See texts.</p> <p>Reader Response: Spoken Language assessment. Is there a place for Literature in today’s technological society?</p>