

## 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.

	Year 7	Year 8	Year 9
<b>Autumn 1</b>	<b>The Boy in the Striped Pajamas</b>	<b>Romeo and Juliet</b>	<b>Of Mice and Men</b>
	<p>Writer's Intention: To teach us that all humans are equal; keep the memory of the holocaust alive, plot twist</p> <p>Themes: Power, Oppression, Friendship, Fear</p> <p>Writer's Methods: Contrast through the portrayal of an ordinary world (friendship) in extraordinary circumstances (prison camp), mistaken identity and narrative viewpoint.</p> <p>Assessment: Reading - extract analysis – how is Shmuel presented. (chicken)</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 misjudgment.</p> <p>Assessment: How is the theme of outsiders presented in the novel?</p>
<b>Autumn 2</b>	<p>First half</p> <p><b>Fantasy narrative</b></p> <p><b>A unit that focuses on skills of</b></p>	<b>War and Words</b>	<b>Determination and disaster.</b>

	<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 – signaling 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 assessment based on an extract - 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- Jesse Pope and Dulce et Decorum Est.</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>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 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</p>

	<p>Reader Response: Reading assessment – extract. How Shakespeare presents Caliban at this moment in the play.</p>	<p>Writer’s Methods: Anti-climax, backstory and flashbacks, building suspense, pathetic fallacy and atmosphere.</p> <p>Reader Response: How is fear created in an extract.</p> <p>Creative writing – gothic setting/ opening.</p>	<p>word play, disguises, mistaken identity.</p> <p>Reader Response: Benedict’s attitudes to love. (based on an extract).</p>
<b>Spring 2</b>	<b>On Camera – transactional writing</b>	<b>Dystopia</b>	<b>Poetry – love and relationships</b>
	<p>Writer’s Intention: What’s more important law and order or freedom?</p> <p>Themes: Privacy, freewill and freedom, deceit and honesty, manipulation, control.</p> <p>Writer’s Methods: Characterisation, inciting incident, creating atmosphere. Fake news and bias.</p> <p>Reader Response: Transactional writing – Writing to argue. Should Truman have been brought up in the way that he was?</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,</p>	<p>Writer’s Intention: Explorations in creative reading</p> <p>Methods: motif, symbolism etc...</p> <p>Assessment: Reading</p>

		<p>poverty, gender, freewill.</p> <p>Writer's Methods: Contrast, character reactions/emotions journey, change.</p> <p>Assessment: Comparing mothers.</p>	<p>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>