

## KS3 English

	Year 7		Year 8		Year 9
A U T U M N  1	<p><b>Theme: Conflict - Nature and the Environment</b> Key question: What is our relationship with the natural world and how can it inspire us? What should we do to protect it?</p> <p>We will engage creatively with canonical texts exploring human's relationship with nature and use them as inspiration to express our own thoughts and ideas about the natural world. We will explore the power of rhetoric to engage others and explain and challenge our own beliefs with passion.</p> <p>Exemplar texts: 'The Eagle' - Tennyson 'The Daffodils' - Wordsworth Speech by Greta Thunberg</p>	A U T U M N  1	<p><b>Theme: Heroes and Villains - Crime Writing</b> Key question: What fascinates and intrigues us about heroes and villains?</p> <p>We will explore how canonical characters from literary heritage are presented and how they influence other writers, exploring different portrayals of character archetypes through literature. We will explore the different versions of a 'hero' and 'villain' and will craft characters to create a complex hero to intrigue and engage readers.</p> <p>Exemplar texts: Sherlock Holmes stories 'The Landlady' - Roald Dahl 'Stealing' - Duffy</p>	A U T U M N  1	<p><b>Theme: Mystery and Macabre - The Gothic</b> Key questions: Why do we enjoy being frightened? How does the Gothic reflect the fears of society?</p> <p>We will creatively explore this theme with canonical gothic texts and examine how it is interpreted by different authors. We will develop understanding of how writers respond to their context and explore ideas which challenge society and individual identity. We will use these ideas to write our own gothic opening, using language features to create mood and atmosphere.</p> <p>Exemplar texts: Extracts from <i>Rebecca</i> - Daphne du Maurier Extracts from <i>Dracula</i> - Bram Stoker Extracts from <i>Frankenstein</i> - Mary Shelley 'The Red Room' - HG Wells</p>
A U T U M N  2	<p><b>Theme: Identity and Belonging</b> Key question: What does a sense of belonging mean?</p> <p>We will develop empathy and understanding through exploring the power of stories and poetry to articulate the experiences of others, empowering students to use their own words to explore their own experiences and identity.</p> <p>Exemplar texts: 'I Used to Live Here Once' - Jean Rhys 'Thank you Ma'am' - Langston Hughes 'Windrush Child' - John Agard Short film - Zero</p>	A U T U M N  2	<p><b>Theme: Identity and Belonging - Growing up</b> Key question: How do our childhood experiences shape us?</p> <p>We will explore how writers are playful with language and can create mood, tone and emotion with their words to explore the experience of being a child. We will explore how the experiences we go through as a child can shape and influence us and explore how this is portrayed through texts and also through film, creating intelligent readers of film as well as texts.</p> <p>Exemplar texts: Extracts from <i>Jane Eyre</i> - Charlotte Bronte Extracts from <i>Cider with Rosie</i> - Laurie Lee</p>	A U T U M N 2 / S P R I N G 1	<p><b>Theme: Identity and Belonging</b> How important is a sense of belonging? What happens when people are marginalised?</p> <p>We will explore the novel <i>Of Mice and Men</i> in context, exploring further how the writer develops themes and the influence of the times they live in. We will understand how writers can use structural and language features to express their own feelings and attitudes to the society they live in, revealing how important it is to have a sense of belonging and exploring the effects of marginalisation.</p>

S P R I N G	<p><b>Theme: Heroes and Villains</b> Key question: What does it mean to be heroic?</p> <p>We will explore the power of adventure stories to stimulate the imagination and provoke curiosity and to work as metaphors for our own journeys through life. We will understand how characters can reflect ideas about our own identity and be open to learn from others' cultures and heritages.</p> <p>Exemplar texts: <i>A Secret of Birds and Bone</i> - Kiran Millwood Hargrave Examples of myths and legends</p>	<p><b>Theme: Conflict - Modern Novel</b> Key question: What do the imagined futures of the dystopian genre have to tell us about the way we live now?</p> <p>We will establish the features of texts in the dystopian genre and explore the ways in which the genre provides a window through which to explore big ideas about our own world. We will immerse ourselves in a dystopian novel, exploring language and how a sense of suspense and drama is created.</p> <p>Exemplar texts: <i>The Giver</i> - Lois Lowry Extracts from <i>The Hunger Games, 1984</i></p>	<p><b>Theme: Heroes and Villains - Shakespearean Tragedy</b></p> <p>We will engage with the theme of love, exploring how Shakespeare presents Romeo and Juliet's love, evaluating how convincing it is and then comparing how other canonical poets have written about love. We will explore different types of love in the play and in other canonical texts. Finally we will explore the literary genre of tragedy and evaluate whether or not Romeo and Juliet are tragic figures.</p> <p>S P R I N G  2</p>
S U M M E R	<p><b>Theme: Mystery and Macabre</b> Key question: Why are humans so interested in horror and mystery?</p> <p>We will explore how different genres and forms can be used to speak to audiences in different ways and with different impacts. We will explore how literary heritage can be adapted and transformed to explore new ideas and to bring deeper understanding to current texts.</p> <p>Exemplar texts: <i>Flesh and Blood</i> playscript 'The Bodysnatchers' short story 'The Listeners' - Walter de la Mare</p>	<p><b>Theme: Mystery and Macabre - Shakespearean Comedy</b> Key question: How does Shakespeare create a sense of mystery and intrigue?</p> <p>We will explore the genre of comedy through one of the most influential writers of all time - Shakespeare. We will explore how comedy is about misrule and satire and understand the plot and how it presents the theme of intrigue and mystery. We will explore how <i>Twelfth Night</i> satirises character archetypes represented by Sir Toby Belch and Orsino. We will develop and articulate our ideas into clear thesis statements about the characters.</p>	<p><b>Theme: Conflict - War poetry</b> Key questions: How is war presented in literature and in culture by those who were there and those who weren't?</p> <p>We will explore how war is presented in literature and in the collective consciousness, analysing how poets and other writers create emotion and meaning and the power of literature to colour our understanding of war.</p> <p>Exemplar texts: War poetry - 'Dulce et Decorum Est' - Wilfred Owen Siegfried Sassoon poetry 'The Soldier' - Rupert Brooke 'Who's for the Game?' - Jessie Pope Propaganda posters and modern recruitment films Original letters and sources</p> <p>S U M M E R</p>