

What are the aims and intentions of this curriculum?

With the aim of building and enhancing skills and knowledge garnered at KS2, the Year 7 Key Stage 3 Curriculum exposes students to a variety of literary art forms that will enable them to construct meaning, thus allowing students to solidify and expand on existing knowledge. As such, students engage with carefully selected texts from a variety of authors and media, which allow them to enrich their reading, writing, and oral skills, while simultaneously instilling a profound appreciation for the arts. A range of stimulating and engaging activities are also incorporated to allow students to have meaningful, fun and interactive learning experiences, that are inclusive in catering to various learning styles and essentially aid students to make substantial progress.

Term	Texts/Topics	Knowledge and Key Terms	Skills Developed	Assessment
Autumn 1	Non-Fiction Writing – Autobiography Writing (3 weeks)	<ul style="list-style-type: none"> Develop an understanding of writing non-fiction texts for specific purposes and audiences. Understand the purpose of writing an autobiography through researching, planning, drafting, proof-reading and editing our own autobiographies. Appreciate and develop the use of language in autobiographies, focusing on, alliteration, adjective, metaphor, repetition, verb and personification. Understand the importance of structure in an autobiography, through introducing the concept of a beginning, middle, end and change in focus. Understand the significance of 20th and 21st century context, through a study of extracts from a diverse range of autobiographies. PCHE – Families, Friendships Careers – Journalists, Biographers 	<ul style="list-style-type: none"> ✓ Write non-fiction texts for specific purposes and audiences. ✓ Plan, draft, proof-read and edit extended writing pieces. ✓ Choose vocabulary and linguistic devices to create specific effects. 	<p>Reading: Analysis of a range of extracts.</p> <p>Writing: Compile a collection of autobiographical extracts.</p> <p>Speaking: Individual presentation of an autobiographical text.</p>
Autumn 1	Literary Canon - Prose fiction and exploration of its elements. (4 weeks) Sherlock Holmes Short Stories by Sir Arthur Conan Doyle	<ul style="list-style-type: none"> Explore elements of prose fiction including development of setting, character, plot and themes. Analyse the writer’s use of language and structural techniques used to develop each element. 	<ul style="list-style-type: none"> ✓ Garner an appreciation for reading and writing about literature, through engaging in vicarious experiences facilitated by the texts. ✓ Understand the cultural, historical, and social context of the texts. 	<p>Reading: Analysis of a major character within the texts, based on a given extract.</p>

		<ul style="list-style-type: none"> • Gain an understanding of Freytag's pyramid (Narrative Arc) which will help students to develop their reading and writing. • Develop an understanding of Structural Techniques - Beginning (Exposition), Middle and End – through the study of several stories. • Develop understanding of Victorian society. • PCHE – Families, Relationships • Careers – Criminologists 	<ul style="list-style-type: none"> ✓ Understand key aspects of writer's craft ✓ Expand vocabulary through interaction and engagement with the text. ✓ Make judgments about implied and explicit information. 	<p>Writing: Analysis of character, plot and themes.</p> <p>Speaking: Individual and group oral presentations on various elements of the texts.</p>
<p>Autumn 2</p>	<p>Poetry: <i>Poems from Other Cultures Anthology</i></p> <p>Poems from various poets covering themes such as: War, Nature, Power and Authority, Love, Family Relationships.</p>	<ul style="list-style-type: none"> • Develop an understanding of reading critically through recognising a range of poetic conventions and understanding how these have been used. • Examine the poets' use of language and structural techniques to create meanings; establish tone, mood and explore themes. • Explore poetic elements such as title, persona, narrative perspective, rhyme and figurative language. • Identify and comment of various images and experiences conveyed by the poet. • Establish and evaluate poet's aims/message. • Explore key themes such as power of identity, abuse of power, racial oppression, gender empowerment, and further elements to social protest and political writing such as power and power control, power and ethnicity, oppression and rebellion. • PCHE – Different cultures and traditions, Relationships • Careers – Writers 	<ul style="list-style-type: none"> ✓ Develop an appreciation for poetry and its various forms. ✓ Be able to identify a range of poetic conventions and understand how these impact meaning. ✓ Understand how writer's coin words and phrases to establish meaning. ✓ Understand the value of economic word usage in presenting ideas and feelings. ✓ Be able to explore thematic issues and relate them to contemporary society and own life experiences. ✓ Explore own creative nature by writing own poems. 	<p>Reading: Analysis of studied poem.</p> <p>Writing: Write poem based on given criteria.</p> <p>Speaking: Performance poetry.</p>

Reteach Week (December)	Narrative structure revisit			
Spring 1	Narrative Writing – Famous Openings and Settings	<ul style="list-style-type: none"> • Develop an understanding of writing fiction texts for specific purposes and audiences, with a specific focus on openings and settings. • Understand the process of narrative writing through researching, planning, drafting, proof-reading and editing our own narratives. • Appreciate and develop the use of descriptive language focusing on, alliteration, adjective, metaphor, repetition, verbs and personification. • Understand the importance of structure through introducing the concept of a beginning, middle, end and change in focus. • PCHE – Families, Relationships • Careers – Journalists, Writers 	<ul style="list-style-type: none"> ✓ Understand how to open a piece of creative writing effectively. ✓ Plan, draft, proof-read and edit extended writing pieces. ✓ Choose vocabulary and linguistic devices to create specific effects. 	<p>Reading: Analysis of a range of extracts, with a focus on narrative structure and language.</p> <p>Writing: Compile a collection of narrative extracts.</p> <p>Speaking: Individual presentation of a narrative.</p>
Spring 2	<p>Literary Canon – 20th Century Novel</p> <p>An exploration of George Orwell’s <i>Animal Farm</i></p>	<ul style="list-style-type: none"> • Explore elements of prose including development of setting, character, plot, conflict and themes. • Investigate the writer’s use of language and structural techniques utilised to establish meaning. • Understand the allegorical form to present societal issues. • Discuss the context of the text: Soviet Communism, Joseph Stalin and Leon Trotsky; events and impact of World War Two; ideas about rebellion, socialism and freedom. • Establish and examine life lessons conveyed by the author through the characters and series of events. • PCHE – Power, Class, Hierarchy in society 	<ul style="list-style-type: none"> ✓ Be able to make connections with how historical events impact on modern life. ✓ Gain insight into the human condition and their pursuit of power and authority. ✓ Further develop existing knowledge base of author’s techniques and their and effects. ✓ Begin to provide evaluation of author’s methods and intentions. 	<p>Reading: Analysis of a major character within the texts, based on a given extract.</p> <p>Writing: Analysis of character, plot and themes.</p> <p>Speaking: Individual and group oral presentations on various elements of the texts.</p>

<p>Summer 1</p>	<p>Non-Fiction – Formal Letter Writing</p>	<ul style="list-style-type: none"> • Careers – Historians, Journalists, Politicians • Further develop an understanding of writing non-fiction texts for specific purposes and audiences. • Understand the importance of researching, planning, drafting, proof-reading and editing our own formal letters. • Appreciate and develop the use of persuasive techniques and appropriate rhetorical methods, appropriate to purpose and audience, such as, analogy, hyperbole, anaphora, anecdote, imperative verbs and tricolon, ethos, pathos and logos. • PCHE – A range of ethical and society-related issues • Careers – Lawyers, Solicitors 	<ul style="list-style-type: none"> ✓ Write non-fiction texts for specific purposes and audiences. ✓ Plan, draft, proof-read and edit extended writing pieces. ✓ Choose vocabulary to create specific effects. ✓ Understand how to select and use appropriate rhetorical methods, appropriate to purpose and audience, to create specific effects. 	<p>Reading: Analysis of a range of extracts.</p> <p>Writing: Compile a collection of formal letters written for specific purposes and audiences.</p> <p>Speaking: Individual presentation of research on topic and a formal letter.</p>
<p>Summer 2</p>	<p>Literary Canon – Shakespeare’s Comedic Genre.</p> <p><i>A Midsummer Night’s Dream</i></p>	<ul style="list-style-type: none"> • Explore general structure and elements of drama including, characters, main plots, sub plots, stage directions and props. • Explore the conventions of Shakespearean comedy - use of humour, malapropisms, chorus and happy endings; themes of love, marriage, mistaken identity and family relationships. • Establish and analyse techniques used by Shakespeare in establishing meaning. • Discuss and investigate thematic issues and concerns raised by Shakespeare and synthesize with modern society. • Determine Shakespeare’s message/aims in presenting themes/characters • Make contextual links to life in Elizabethan England: the role and perception of women within a patriarchal society; the institute of marriage; 	<ul style="list-style-type: none"> ✓ Develop an appreciation for the genre of drama and its conventions ✓ Understand how the cultural, historical, and social context of Elizabethan England influenced the play’s plot, sub-plot and thematic issues ✓ Broaden analytic skills by exploring multiple interpretations of the playwright’s use of techniques ✓ Expand vocabulary through engagement with Shakespearean language ✓ Be able to make judgments about implied and explicit information. 	<p>Reading: Analysis of a major theme explored within the play.</p> <p>Writing: Analysis of character, plot and themes.</p> <p>Speaking: Delivering a speech on a character within the play.</p>

perceptions and beliefs of the supernatural/magic.

- PCHE – Families, Marriage, Consent
- Careers – Directors, Actors/Actresses