

Key Stage 3: Year 7 2024-2025

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Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Myths and Legends Roots of civilisation, traditions and language.</p> <p>ODYSSEY (Simon Armitage version)</p>		<p>Renaissance Monarchy – Reformation – Parliament Shakespeare analysis</p> <p>THE TEMPEST</p>		<p>Romanticism Female authors – extracts Genres Romantic poets BLAKE/WORDSWORTH/SHELLEY/WOLLSTONECRAFT/AUSTEN</p>	
Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	
<p>What is the origin of storytelling?</p> <ul style="list-style-type: none"> Oral tradition & bards Epic poetry and epithets for memorisation Myths continue to influence modern culture <p>What was the purpose of creation myths?</p> <ul style="list-style-type: none"> Ancient storytellers used myths as a way of making sense of the world <p>Conventions of a tragic hero.</p> <ul style="list-style-type: none"> Students introduced to creation myths and Greek heroes. <p>How do we write effective analytical paragraphs?</p> <ul style="list-style-type: none"> Writing thesis statements/topic sentences Embedding quotations Explaining the relevance of quotations Use tenor, vehicle and ground to both analyse and write a metaphor Use epithets to write a thesis statement Write from different narrative perspectives Understand the different forms of texts (prose, poetry, drama) Use a range of sentence types (simple, compound, complex, fragment) and styles <ol style="list-style-type: none"> Comma Sandwich More, More, More Sentence / Less, Less, Less Sentence Comparative, More, More Sentence <p>Vocabulary: Epithet Tenor Ground Vehicle In Media Res Context Myth Characterisation Direct Address Appositive</p>		<p>What was life in the 1500s and 1600s?</p> <ul style="list-style-type: none"> rural life and illiteracy Social status and beliefs Power of the English word and the English bible Role of theatre – ‘the nest of devils’ Role of characters Role of women in life and stage <p>How is power presented in The Tempest?</p> <ul style="list-style-type: none"> Power as corrupting Power as a male pursuit (link to myths) Power found in knowledge versus power found through status & titles Power & magic (Prospero’s art) Power and colonialization/enslavement (Caliban & Ariel) <p>How is vengeance presented in The Tempest?</p> <ul style="list-style-type: none"> An obsession (link to myths) & unfulfilling Idea of Christian forgiveness <p>How do we write effective analytical paragraphs? (the what)</p> <ul style="list-style-type: none"> Writing thesis statements/topic sentences Embedding quotations Explaining the relevance of selected quotations <p>Vocabulary: Colonialism Patriarchy Enslavement Exploiting Hierarchy Displacement Tempest Injustice Regicide Imperialism Usurpation</p>		<p>What did romantic writers believe in?</p> <ul style="list-style-type: none"> The power of the imagination The innocence of childhood Giving a voice to the marginalised (inspired by The French Revolution) The Sublime Reverence for nature <p>How did romantic poets use poetry as a form of protest?</p> <ul style="list-style-type: none"> Blake criticises child labour Wordsworth & slavery Shelley & political corruption Use of form, metre, poetic devices etc. <p>Why did Shelley write Frankenstein?</p> <ul style="list-style-type: none"> To warn about the dangers of science, technology and hubris (links to hubristic Achilles & Prospero) To evoke sympathy for the monster as an outsider/foreigner/ marginalised being Reverence for nature e.g. Victor and ancient mariner defy this and are punished whereas monster is at one with nature (links to Caliban) <p>What issues did Wollstonecraft address?</p> <ul style="list-style-type: none"> Gender inequality The theatrics of sentiment & manners Beauty vs sublime <p>How do we write effective protest poems?</p> <ul style="list-style-type: none"> Exploration of modern issues (e.g. Global Warming, hunting, prejudice, poverty, homelessness...) Grammar for writing poetry (noun phrases, poetic form, sounds, images etc) <p>Vocabulary: Sublime Sentimental, sentiment, sentient Inspiration Liberalism – Radicalism – Conservatism - Nationalism Anti-establishment Spontaneous Tranquillity Rebel Awe Revere & venerate Duality Marginalisation</p>	

Personification Juxtaposition Climax Allusions Dialogue Perspective Hero Hubris Protagonist Epic (poetry) Dialect Denouement Exposition				
CIAG	CIAG	CIAG	CIAG	CIAG
Poet Laureate Competition (for National Poetry Day)	500 words competition English & Media Centre Close Reading Competition		Poetry by Heart Competition English Orwell Youth Prize	

Key Stage 3: Year 8

Overall Curriculum Goals <ul style="list-style-type: none"> • To understand the roots of English and its significance in everyday life through the ages • To understand how language and literature has shaped people, communities and civilisation for thousands of years To understand the range of purposes and the impact that English has had, currently has and will have on the world 					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6

	'Animal Farm'	Rhetoric	
<p style="text-align: center;">GOTHIC: FRANKENSTEIN</p> <p>Victorian Focus on the rise of gothic and how it represented Britain at that time. Religion vs Science The rise of science Society and poverty</p>	<p style="text-align: center;">LITERARY REBELS: RHETORIC</p> <p>Social life and social change Rise of radio and scripts Creative writing for identity</p>		<p style="text-align: center;">20th CENTURY WAR/DYSTOPIA</p> <p>Decadence to Modernism Drama as a symbol Positive ideas for a new future Poetry of WW1 Language of hope Literature of hedonism EXTRACTS</p>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas
<p>What was life like in the Victorian era?</p> <ul style="list-style-type: none"> Battles for and against Christianity Poverty Crime (Jack the Ripper) Children Ragged Schools Penny dreadfuls and newspapers Sensationalised media as entertainment Rise of literacy and stories as entertainment/morally justified Literature celebrity <p>Why did Mary Shelley write Frankenstein?</p> <ul style="list-style-type: none"> Played on real Victorian fears of supernatural etc. Key themes of science vs religion. <p>How is a sense of fear created?</p> <ul style="list-style-type: none"> Gothic settings Building of tension <p>How do we write effective analytical paragraphs? (the how)</p> <ul style="list-style-type: none"> Writing thesis statements/topic sentences Embedding quotations Explaining the relevance of selected quotations Zooming in on language and its effect Grammar for analysing (modal language, evaluative adverbs etc) <p>Vocabulary: modernity supernatural superstition patriarchy/class/aristocracy Christian iconography fear/horror/tension/suspense/trepidation/ominous foreshadowing melodramatic</p>	<p>Why did Orwell write 'Animal Farm'?</p> <ul style="list-style-type: none"> What is an allegory? Literature as reflecting society Why did Orwell write 'Animal Farm'? Can I analyse a text through symbolism? Can I form opinions based on a piece of literature? <p>How do I form opinions based on a text?</p> <ul style="list-style-type: none"> Can I explore literature through its themes? Can I use relevant references to prove my opinion? Can I form an argument using the text to do so? Can I write thesis statements? <p>Vocabulary: Allegory Communism Oppression Symbolism Manipulation Corruption</p> <p>How do activists and politicians use their words to persuade or argue?</p> <ul style="list-style-type: none"> What is a protest movement? Analysis of speeches by Pankhurst, Thunberg, Trump, Obama Protest poetry and the power of performance Oracy and verbal rehearsal to support writing Introduction of reciprocal reading TWIST poetry analysis strategy Use of rhetoric and characterisation to argue for suffrage <p>How can we write effective rhetoric?</p> <ul style="list-style-type: none"> Use of Aristotelian Triad Rhetorical devices (repetition, questioning, allusion, anecdotes etc.) Classical speech structure <p>Vocabulary: Ethos Logos Pathos, sympathy, empathy & pity Opposition, opponent, oppose Manipulate/manipulation Authority</p>		<p>How did two world wars change the nature of writing?</p> <ul style="list-style-type: none"> War poetry and descriptions used to criticise & expose injustice (link to solitary and infinite sublime) <p>Why did dystopian fiction grow in popularity?</p> <ul style="list-style-type: none"> The Hell on Earth of war served as inspiration for a new wave of dystopian fiction Political regimes (Stalinism, Nazi Germany) influenced writers to create nightmare worlds Theme of lack of freedom, constant monitoring Link to modern issues of surveillance and authoritarian regimes <p>How do we write effective descriptions?</p> <ul style="list-style-type: none"> Creating dystopian settings Grammar for writing (expanded noun phrases etc.) <p>Vocabulary? Trauma Psychological Expose Inhumane Doomed Shame Illuminate Propaganda Conscription Sacrifice Colonialism Imperialism Savage Dictator Democracy Utilitarianism Interrogation Oppression Repression</p>

		Bias Presumption, presupposition, preconception, preconceived Commodity Stereotype (revision), archetype			
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
Poet Laureate Competition (for National Poetry Day)		Rhetoric by Heart competition 500 words competition English & Media Centre Close Reading Competition		Poetry by Heart competition English Orwell Youth Prize	

Key Stage 3: Year 9

Overall Curriculum Goals					
<ul style="list-style-type: none"> To understand the roots of English and its significance in everyday life through the ages To understand how language and literature has shaped people, communities and civilisation for thousands of years To understand the range of purposes and the impact that English has had, currently has and will have on the world 					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
POSTMODERN ISSUES: OTHELLO Fake news Danger of a single-story Racism & fear/power of outsiders Language to influence & manipulate		GLOBALISATION: THE CRUCIBLE Post-Modernism New world and social fears Role of literature as protest POST-MODERNISM STYLES		MODERN VOICES Poetry from other cultures and other demographics Creating poetry to show our voices Writers and how they create voices and identities	
Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	
<p>How does Iago manipulate the other characters?</p> <ul style="list-style-type: none"> Use of rhetoric Manipulation of language Power of implication <p>How does Othello follow the journey of a tragic hero?</p> <ul style="list-style-type: none"> Characteristics of a tragic hero (link to Myths in year 7) Journey of a tragic hero Compare to The Tempest in year 7 and genre of comedy versus tragedy <p>How does Othello reflect postmodern issues?</p> <ul style="list-style-type: none"> Iago effectively convinces Othello of his fake news Iago's single story causes tragedy – importance of representation of all voices <p>How can we write effective rhetoric?</p> <ul style="list-style-type: none"> Use of Aristotelian Triad Rhetorical devices (repetition, questioning, allusion, anecdotes etc.) Classical speech structure <p>Modern Racism transactional writing mini-unit</p> <ul style="list-style-type: none"> What are the conventions of article writing? How can we create effective headlines and straplines? What persuasive techniques can we use in article writing? <p>DAFOREST</p> <ul style="list-style-type: none"> How can we use punctuation for effect? <p>Vocabulary: Manipulation Philosophy Promotion Racism Lieutenant</p>		<p>What is an allegory?</p> <ul style="list-style-type: none"> Use of political play genre (link back to Robins' Votes for Women) to convey a message about 1950's America 1950's America and McCarthyism Anti-communist propaganda Hysteria in 15th century Salem witch hunts used as lens through which to criticise communist witch-hunts <p>How is John Proctor a modern tragic hero?</p> <ul style="list-style-type: none"> Links to Othello and Shakespearean tragic hero: look at how the concept of tragic hero has changed through time to suit modern purposes <p>How do we write effective analytical paragraphs? (the how)</p> <ul style="list-style-type: none"> Writing thesis statements/topic sentences Embedding quotations Explaining the relevance of selected quotations Zooming in on language and its effect Evaluating writers' intentions Making cross-references and links across a full texts (patterns, repeated motifs etc) Structuring full essays (introductions, body, conclusion) Grammar for analysing (discourse markers, modal language etc.) <p>Vocabulary: Communism Hysteria Puritanism Integrity Defamation Reputation Adultery Autocracy</p>		<p>How are modern voices reflected in writing?</p> <ul style="list-style-type: none"> Poems from other cultures (link to Romantics protest poetry) Poetry from other cultures anthology TWIST poetry analysis practice and writing analytical paragraphs <p>How do we write effective reflections of our identity?</p> <ul style="list-style-type: none"> Grammar for writing poetry Using poetic devices to create a voice and message that reflects our personal story Minute of Me stories <p>Vocabulary: Identity Equality Virtuous Individualism Perspective Oppression Ignorance Refugee political asylum hostility persecution ethnicity tyranny democracy trauma suffering stereotype</p>	

Watch (n) Ancient (n) Embittered Duplicitous		Condemnation Justification, injustice Devout Reprimand Pious Contentious Perjury Anonymity Incredulous Ideology Repent Theology		egalitarianism	
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
		Rhetoric by Heart competition 500 words competition English & Media Centre Close Reading Competition		Poetry by Heart competition English Orwell Youth Prize	