

Yr7 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	'Julia and the Shark'	<p>-Unit of work on 'Julia and the Shark' by Kiran Millwood Hargrave. -Students develop understanding of context and narrative while drawing on their own reading experience over the summer holiday.</p> <p>Concepts - Voice; Context; Characterisation Skills - Composition; Interpretation</p>	Ideas drawn from students' own reading and knowledge and skills taught at KS2 honed and developed	<p>-Develop a sense of what tools writers use to create effective characters and setting -Experiment creatively with writing inspired by voices, settings and characters in the novel -Offer interpretive ideas confidently about what the writer means for readers to take from the novel -Writing effectively and analytically about the writer's narrative tools.</p>	<p>Read other novels by Kiran Millwood Hargrave: 'Island at the end of Everything', 'The Girl of Ink and Stars'.</p> <p>Research the Greenland Shark and watch documentaries about the Arctic Ocean (Blue Planet). https://www.bbc.co.uk/programmes/p02pwnjl</p> <p>Research dementia to understand key themes in the novel: https://www.dementiauk.org/</p>
Autumn 2	Introduction to poetic form	<p>-Introduction to poetic form and different styles of poetry -Students produce own poetry anthology</p> <p>Concepts - Form & Structure; Voice Skills - Composition; Interpretation</p>	Concepts - Voice Skills - Composition; Interpretation	<p>-Understand that poetry is composed in a variety of forms and can recall different poetic forms and their conventions -Grasp poetic voice or a poetic speaker may be different from the poet themselves -Experiment creatively with poetic form and voice -Offer thoughts about how poems can be interpreted differently, reflecting on what a poet means and how a poet wants a reader to feel.</p>	<p>Read poetry books (library) Kids' Poems and Stories with Michael Rosen: https://www.youtube.com/user/artificedesign/videos</p> <p>Watch YouTube videos of spoken word poetry</p> <p>BBC Bitesize poetry revision https://www.bbc.co.uk/bitesize/topics/zmbj382</p>

Spring	London and our migration stories	<p>-Anthology of texts (non-fiction, poetry, prose, plays) -Students appreciate range of modes and forms of personal expression</p> <p>Concepts - Narrative; Setting; Context; Skills - Argument; Presentation</p>	Concept - Context	<p>-Understand the scope and breadth of different migration stories to London and make connections between them -Write persuasively using features of a speech -Comment on how writers present migration stories and experiences in a sophisticated manner -Reflect on real world examples to inspire historical creative writing -Develop skills of writing to argue and persuade in preparation for Y9 campaigns unit.</p>	<p>Visit the Migration Museum https://www.migrationmuseum.org/ Wider reading https://www.britishcouncil.org/sites/default/files/migration_education_pack.pdf Reading non-fiction texts (like newspapers) at home with a parent or carer.</p> <p>Practising skim reading a text to quickly ascertain the main idea and scanning a text to find a specific piece of information.</p> <p>Watch migration stories on Youtube: https://www.youtube.com/results?search_query=uk+migration+stories+ks3</p>
Summer 1	Shakespeare's villains	<p>Introduction to well-known villains in Shakespeare's plays -Concept of villain problematised and students create own villain character</p> <p>Concepts - Characterisation; Stagecraft Skills - Recreative writing; Comparison</p>	Concepts - Characterisation Skills - Composition	<p>-Understanding of how playwrights present villainous characters -Perceptive inferences made about characters -Describe an invented character effectively using the typical character traits taught -Successful written analysis of presentation of a character -Skilled comparison of two characters -Become familiar with Shakespearean language</p>	<p>Watch Royal Shakespeare Company performance clips: https://www.rsc.org.uk/at-home-with-shakespeare Watch a live performance of a Shakespeare play.</p>

Summer 2	Power of advertising & the media	-Introduction to the language of advertising and -Students create product and advertising copy to pitch in 'Dragons' Den' Concepts - Representation; Context; Form Skills - Presentation; Evaluation	Concepts - Context; Form	-Understanding of key conventions of advertising and media texts -Successful use of conventions to inform own ideas and creative decisions -Effective written evaluation of how media texts use conventions and represent products and ideas. -Creative and thoughtful invention of product and advertising pitch using language, conventions and representation ideas taught.	How to pitch a product: https://www.bbc.co.uk/bitesize/articles/z6p3bdm Advertising conventions: https://www.youtube.com/watch?v=OWz8CzLELLO
Yr8 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	War Poetry	-Poetry from a variety of different conflicts, including WW1 -Students practise transactional and poetry writing Concepts - Representation; Theme; Context; Debate; Style Skills - Annotating; Analysis; Comparison	Concepts - Representation; Context Skills - Analysis; Comparison	-Adding to concepts of form and voice in poetry in Y7, students understand poetry can be grouped in terms of theme -Grasp that the way in which war is represented can differ depending on context -Develop skills of annotation to record ideas gathered about poems in discussion -Offer perceptive ideas about how two or more poems compare by reflecting on similarities and differences	Read about war poets https://www.warpoets.org/home/what-is-war-poetry-an-introduction-by-paul-oprey/ Explore War museums https://www.iwm.org.uk/ Reading: Line of Fire by Barroux (graphic novel); Once by Morris Gleitzman; Remembrance by Theresa Breslin; The Foreshadowing by Marcus Sedgwick Watch a war movie: 'War Horse', 'Private Peaceful'.

				and justifying ideas with textual evidence.	Interview a family member about their experience with war/ war evacuation.
Autumn 2	Antarctic and Environmental Anthology	-Anthology of texts (non-fiction, poetry, prose) -Students practise transactional writing and are introduced to concept of literary theory Concepts - Voice; Setting; Debate Skills - Synthesising; Debating; Evaluation	Concepts - Voice; Setting Skills - Evaluation	-Ability to analyse unseen non-fiction texts all linked with a similar topic -Ability to make connections across texts -Students should be able to apply the knowledge learnt to creating transactional writing	Read: No One is Too Small to Make a Difference by Greta Thunberg, Into the Wild, Into Thin Air by John Krakauer, The Everest Files by Matt Dickenson Watch: David Attenborough documentaries such as Planet Earth.
Spring	'In the Sea there are Crocodiles'	-Contemporary novel study (literary non-fiction) -Students' concepts of voice and narrative developed Concepts - Voice; Form & Structure; Characterisation Skills - Critical writing; Interpretation; Argument	Concepts - Voice; Form; Characterisation Skills - Interpretation; Argument	-Using their Y7 novel study as a springboard, students develop their understanding of what makes a novel and understand the conventions the form and of literary non-fiction -Deepen interpretive skills in written work and put forward personal opinions about how characters are presented and choices writers have made -Confidently offer own thoughts about how meaning is made in class discussions -Develop critical writing skills by gathering points made in discussions and writing coherently.	Read: The Bone Sparrow by Zana Fallion, Kick by Mitch Johnson, A Story Like The Wind by Gill Lewis, illustrated by Jo Weaver. Watch the book trailer: https://www.youtube.com/watch?v=yvdvdtpleTo BBC Bitesize - investigating non-fiction texts: https://www.bbc.co.uk/bitesize/articles/zkpfvk7 Watch clips of migration stories: https://www.youtube.com/results?search_query=ks3+migration+stories
Summer 1	'Romeo and Juliet'	-Students read whole Shakespeare play	Concepts - Characterisation; Theme	-Using the Y7 unit of work as a springboard to read a Shakespeare play in its	Download free books or play texts: https://www.gutenberg.org/

		<p>-Material taught creatively using some drama</p> <p>Concepts - Characterisation; Stagecraft; Theme</p> <p>Skills - Presentation; Recreative writing</p>	<p>Skills - Presentation; Recreative writing</p>	<p>entirety, students will develop their sense of how characters are created using plot, dialogue and stagecraft</p> <p>-Experiment with re-creative writing to predict and imagine elements of the play's plot and attempt to match Shakespeare's style and language</p> <p>-Confidently, present and share ideas about the play to creatively interpret and and act out moments in the play</p>	<p>Read: Noughts & Crosses by Malorie Blackman, Chasing the Stars by Malorie Blackman, Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz</p> <p>Look at the RSC website https://www.rsc.org.uk/romeo-and-ju-liet/the-plot</p>
Summer 2	'The Boxer'	<p>-Unit of work on 'The Boxer' a novel by Nikesh Shukla</p> <p>-Diverse voices and experiences foregrounded</p> <p>Concepts - Voice; Narrative; Theme</p> <p>Skills - Composition; Interpretation</p>	<p>Concepts - Voice; Narrative; Theme</p> <p>Skills - Composition; Interpretation</p>	<p>-Deepen interpretive skills in both discussion and written work</p> <p>-Confidently offer own thoughts about how a narrative voice creates meaning</p> <p>-Develop grasp of what is meant by 'theme' in literary texts and be able to name a selection of themes in the novel</p> <p>-Develop creative writing skills by analysing and imitating the novel's writing style.</p>	<p>Read: A Change is Gonna Come by Darren Chetty, The Hate U Give by Angie Thomas, The Boxer by Nikesh Shukula, Tender Earth by Sita Brahmachari, The Hypnotist by Laurence Anholt</p> <p>Watch The Boxer trailer https://www.youtube.com/watch?v=6L3Ce5mLj_g</p>
Yr9 (KS3)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home

Autumn 1	'The Empress'	<p>-Drama unit based on Tanika Gupta's play</p> <p>-Students develop understanding of stagecraft and dramatic techniques, while context is foregrounded</p> <p>Concepts - Context; Theme; Setting; Stagecraft</p> <p>Skills - Analysis; Presentation; Critical writing</p>	<p>Concepts - Voice; Setting; Debate</p> <p>Skills - Synthesising; Debating; Evaluation</p>	<p>-Confident verbal and written analysis of key themes and ideas in the text.</p> <p>-Ability to understand the context of the play (postcolonialism, empire, 19th century values) and write about these fluently</p> <p>-Re-visiting evaluation skills and applying them to discussion of character</p> <p>-Write creatively for purpose: playtext.</p>	<p>Watch a clip with details about Queen Victoria: https://www.youtube.com/watch?v=LmZPcXI73QM</p> <p>Watch the film 'Victoria and Abdul'</p> <p>Visit the East End Women's museum: https://eastendwomensmuseum.org/</p>
Autumn 2	Dystopian film and media	<p>-Introduction to film and media studies alongside extracts of dystopian prose</p> <p>-Unit foregrounds skills of comparison and interpretation</p> <p>Concepts - Genre; Representation; Theme; Setting</p> <p>Skills - Comparison; Recreative writing; Analysis</p>	<p>Concepts - Representation; Theme; Setting</p> <p>Skills - Comparison; Recreative writing; Analysis</p>	<p>-Grasp ideas about literary genre and recall conventions specific to it</p> <p>-Confidently comment on how setting is used by writers/filmmakers to situate texts within a genre and/or subvert it</p> <p>-Write creatively and successfully within genre conventions</p> <p>-Analyse perceptively how writers/filmmakers represent dystopia and compare extracts thoughtfully using evidence.</p>	<p>Read: 1984 by George Orwell; A Brave New World by Aldous Huxley; the Divergent series by Veronica Roth; The Maze Runner by James Dashner</p> <p>Watch:https://www.bbc.co.uk/programmes/b09k0nzl ; https://www.bbc.co.uk/programmes/w3cswp6z</p> <p>Watch: Divergent, Maze Runner, Hunger Games, Fahrenheit 451, Mad Max</p>
Spring 1	Protest: Campaigns that changed the world	<p>-Anthology unit (non-fiction) drawing on diverse social and political protest movements including BLM and Stonewall</p>	<p>Concepts - Voice; Form & Structure; Debate</p> <p>Skills - Debating; Evaluation; Synthesising</p>	<p>-Understanding Human Rights</p> <p>-Writing to persuade effectively</p> <p>-Constructing an argument coherently (oral and written)</p>	<p>Read: Here I Stand: Stories that Speak for Freedom by Amnesty International UK, John Boyne, et al, On the Come Up by Angie Thomas, Guantánamo Kid by Alexandre Franc</p>

		<p>-Students develop understanding of protest poetry as well as speeches</p> <p>Concepts - Voice; Form & Structure; Debate; Style Skills - Debating; Evaluation; Synthesising</p>		<p>-Using rhetorical and persuasive techniques in writing effectively</p> <p>-Researching activist campaigns</p> <p>-Raising awareness and support for a campaign</p> <p>-Writing and delivering a speech confidently.</p>	<p>and Jérôme Tubiana, BBC News online- www.bbc.co.uk Read about Human Rights https://www.bbc.co.uk/bitesize/guides/z2fymsg/revision/1 Read these articles on speeches that changed the world: https://www.bbc.co.uk/newsround/46840111 Watch a documentary: https://www.youtube.com/watch?v=GMmqfoJvbGA</p>
Spring 2	'The Black Flamingo'	<p>-Novel in verse unit focusing on Dean Atta's 'The Black Flamingo'</p> <p>-Students develop understanding of poetry and appreciate the wide variety of forms it can be written in</p> <p>-Diverse voices and experiences foregrounded</p> <p>Concepts - Characterisation; Voice; Form Skills - Composition; Critical writing; Analysis</p>	<p>Concepts - Characterisation; Voice; Form Skills - Composition; Critical writing; Analysis</p>	<p>-Engage with important and challenging SEMH topics that will encourage stimulating and important discussion</p> <p>-Analyse confidently the writer's use of structure and form in the novel</p> <p>-Write imaginatively using the novel as a stimulus</p> <p>-Confidently explore how characterisation and voice are crafted in the novel.</p> <p>-Comment perceptively about how both the writer's life and identity as a member of the LGBT+ community are represented in the verse novel.</p>	<p>Watch this video of Dean Atta talking about his work: https://www.youtube.com/watch?v=0UdejBoQ1v8 Read: Dante and Aristotle Discover the Secrets of the Universe by Benjamin Alire Sáenz; The Miseducation of Cameron Post by Emily M. Danforth; Perks of Being a Wallflower by Stephen Chbosky; Gender Rebels by Aneka Harry</p>
Summer 1	Gothic anthology and 'Frankenstein'	<p>-Gothic poetry as well as extracts of Gothic prose followed by reading of whole novel</p>	<p>Concepts - Genre; Theme; Form; Context</p>	<p>-Draw on understanding of genre established in dystopia</p>	<p>Download free Gothic books, e.g. Edgar Allen Poe short stories https://www.gutenberg.org/</p>

		<p>-Unit draws together concepts of character, narrative, genre and context explored throughout KS3 units</p> <p>Concepts - Genre; Theme; Form; Context Skills - Annotating; Critical writing, Comparison</p>	<p>Skills - Annotating; Critical writing, Comparison</p>	<p>unit to develop knowledge of genre and conventions</p> <ul style="list-style-type: none"> -Write critically about how meaning is shaped by writers' use of genre conventions -Analyse perceptively how writers represent Gothic themes and conventions and compare extracts thoughtfully using evidence -Successfully annotate passages with ideas in preparation to develop these effectively in writing. -Sophisticated written analysis of key aspects of the novel with evidence of own interpretation 	<p>Discover other literature texts to read:</p> <p>https://readgreatliterature.com/how-to-find-great-literature-online-for-free/</p> <p>Explore the Gothic genre:</p> <p>https://www.bl.uk/romantics-and-victorians/themes/the-gothic</p>
Summer 2	'Julius Caesar'	<p>-Drama unit building on skills of understanding and interpreting Shakespeare taught throughout KS3</p> <p>-Students read whole Shakespeare play</p> <p>Concepts - Characterisation; Theme; Stagecraft; Setting; Style Skills - Analysis; Critical writing; Argument</p>	<p>Concepts - Characterisation; Theme; Stagecraft; Setting; Style Skills - Analysis; Critical writing; Argument</p>	<p>-Demonstrate clear understanding of how playwrights characterise using plot, dialogue and stagecraft</p> <ul style="list-style-type: none"> -Write critically offering perceptive ideas about a playwright's intentions for how an audience should interpret characters -Build on understanding of persuasive techniques and the subtlety with which they may be used. 	<p>Watch Royal Shakespeare Company performance clips:</p> <p>https://www.rsc.org.uk/at-home-with-shakespeare</p> <p>Watch a live performance of a Shakespeare play or different recorded versions of the play.</p> <p>Explore the play:</p> <p>https://www.bl.uk/works/julius-caesar</p>