



English in Key Stage 3 (Year 7-9)

Year 7			
Term	Topic	Content Learnt	High Performing Students will:
1	Private Peaceful	<p>First World War context. – recruitment, propaganda, training, conditions in the trenches.</p> <p>Class in early 20th century Britain</p> <p>Persuasive and rhetorical techniques.</p> <p>Characterisation through dialogue and authorial voice (direct description and character's actions within the story).</p> <p>Present and past tense in narrative.</p> <p>Narrative structure – Exposition, Rising Action, Climax, Falling Action, Resolution.</p> <p>Writing in first person to explore Morpurgo's characters and settings.</p>	<p>Read or watch the resources below, then create your own short presentation about what you have learned about life in this country 100 years ago:</p> <p>Read about the history of women and their changing roles through the 20th Century http://www.bbc.co.uk/history/british/modern/jmurray_01.shtml</p> <p>Read about the class system during WWI https://www.bbc.co.uk/bitesize/clips/z2vpvcw</p> <p>Look at the propaganda from WWI https://www.iwm.org.uk/learning/resources/first-world-war-recruitment-posters What were the expectations of men and women at this time?</p> <p>Read this article about the first soldier who was shot for cowardice https://www.bbc.co.uk/news/uk-england-25841494 How do you feel about his story? Do you think soldiers should have been killed for desertion and cowardice?</p> <p>Read other novels about children in war:</p> <ul style="list-style-type: none">• <i>The Machine Gunners</i> by Robert Westall• <i>Blitzcat</i> by Robert Westall• <i>Carrie's War</i> by Nina Bawden• <i>Stay Where You Are and Then Leave</i> by John Boyne

			<ul style="list-style-type: none"> • <i>Brother in the Land</i> by Robert Swindells
2	Childhood Anthology – prose extracts and poetry	<p>Mid to late twentieth century British, Commonwealth and European contexts. Different experiences of and attitudes to childhood in different places.</p> <p>How to construct a short narrative.</p> <p>Childhood responses to war, education and family.</p> <p>Metaphor, simile and extended metaphor in poetry.</p> <p>Contrasts between childhood and adult poetic voice.</p>	<p>Research the history of workhouses in the UK using the website below as a starting point: http://www.workhouses.org.uk/</p> <p>Create a short presentation to share your findings about what life in a workhouse would have been like.</p>
3	19 th Century non-fiction and extracts from <i>Oliver Twist</i>	<p>Lives of children in the 19th century, child labour, orphans and workhouses, effects of class.</p> <p>The presentation of Fagin and antisemitism.</p> <p>Differences in style between non-fiction and fiction.</p> <p>The use of fiction to communicate social issues.</p>	
4	Coram Boy	<p>18th century society:</p> <p>The British Empire and Atlantic triangular trade (cloth to Africa, Slaves to West Indies, Sugar from West Indies to England – repeat)</p> <p>British responsibility for and involvement in the slave trade.</p> <p>The class system in British culture and society.</p> <p>Charity, orphanages and the church in 18th century England.</p> <p>Attitudes to childhood – differences between classes and between boys and girls.</p> <p>Characterisation of heroes and villains.</p>	<p>Carry out additional historical research into Thomas Coram and the Foundling Hospital.</p> <p>Give a presentation to your class about the major events in England and the rest of the British Isles from 1650 to 1750.</p> <p>Research life in a city in the 18th century vs life on a country estate</p> <p>Research into schools in the 18th century.</p> <p>Read some of the best known 18th century literature – <i>Robinson Crusoe</i> and <i>Gulliver's Travels</i>.</p> <p>Read fiction set in the 18th century – <i>Smith</i> by Leon Garfield, <i>The Gentlemen's Guide to Vice and Virtue</i> by Mackenzie Lee, <i>Tangled Webs</i> by Lee Bross, <i>Hell & High Water</i> by Tanya Landman and <i>A Nest of Vipers</i> by Catherine Johnson</p>

Year 8			
Term	Topic	Content Learnt	High Performing Students will:
1	Of Mice and Men	<p>1930s context including the impossibility of the American dream following the economic collapse of the country, the Oklahoma dustbowl and the precarious working conditions of itinerant workers. Role of women in 1930s USA. Lives of African-Americans in the USA after the US civil war and before the civil rights movement.</p> <p>Narrative structures (cyclical structures, repetition, symbolism, foreshadowing, tragedy).</p> <p>Characterisation through distinctive dialogue and dialect as well as through authorial voice.</p>	<p>Research the lives of migrants within the USA during the 1930s. Create a short presentation to share your findings with your class.</p> <p>Read other fiction by John Steinbeck such as <i>The Grapes of Wrath</i></p> <p>Read other work about life during the great depression elsewhere in the world: George Orwell's <i>Down and Out in Paris and London</i>.</p> <p>Research and create a detailed timeline of American history 1865 to 1965.</p>
2	Romeo and Juliet	<p>Conventions of tragedy.</p> <p>Disciplinary knowledge about the tier 3 vocabulary necessary for analysing drama texts: Dramatic Irony, Iambic Pentameter, Rhyming Couplets, Scenes, Acts, Audiences, Stage Directions, Exit and Exeunt, Asides and Soliloquies.</p> <p>The position of women in Elizabethan England – they are wives or daughters rather than individuals in their own rights. (despite the fact the play is nominally set in Italy, Shakespeare reflected the values of his own society).</p> <p>Catholicism and the role of religion in society as expressed by the expectations of</p>	<p>Research the stories of other Shakespearean tragedies. What do these different plays share with <i>Romeo and Juliet</i>? What qualities do these stories share with one another?</p>

		parents and the character of Friar Lawrence.	
3	Journey's End and war poetry	<p>Consolidation of WW1 context and its impact on English Literature.</p> <p>The psychological and physical trauma suffered by soldiers in WW1 (frontline hospitals, gas attacks, psychiatric hospitals such as Craiglockhart)</p> <p>The role of women in WW1.</p> <p>Conventions of 20th century drama (detailed stage directions, specific light, sound and scenery effects.)</p> <p>Poems: Siegfried Sassoon, Isaac Rosenberg, Wilfred Owen, Edmund Blunden, May Wedderburn Cannan.</p>	<p>Research the significant contributions and impact of the war on countries around the world other than the Western Front.</p> <p>You should aim to find out about:</p> <ul style="list-style-type: none"> • The Eastern Front (between the Central Powers and Russia) • Conflicts in Africa during WW1 • Conflicts in the Mediterranean and the Middle East. <p>Read World War 1 memoirs from the point of view of people who lived through the conflict:</p> <ul style="list-style-type: none"> • <i>Goodbye to All That</i> by Robert Graves • <i>Testament of Youth</i> by Vera Brittain <p>Carry out wider reading about poets and fiction about war:</p> <ul style="list-style-type: none"> • <i>Regeneration</i> by Pat Barker • <i>Memoirs of a Fox Hunting Man</i> and <i>Memoirs of an Infantry Officer</i> by Siegfried Sassoon <p><i>All Quiet on the Western Front</i> by Eric Maria Remarque</p>
4	Bill Bryson – extracts from Notes from a Small Island	<p>Conventions of journalistic writing (hyperbole, anecdote, contrast, etc.)</p> <p>The use of place and setting in non-fiction and/or travel writing.</p> <p>An outsider perspective on a place.</p> <p>How Bill Bryson entertains the reader with all the above.</p> <p>Article writing: The structure and language of an entertaining article. Moving between the past, past-perfect and present tense.</p>	<p>Read other books about different places in the UK or elsewhere in the World:</p> <ul style="list-style-type: none"> • Simon Armitage: <i>All Points North</i> • Michael Palin's <i>Travelogues</i> • John Steinbeck <i>Travels with Charley</i>

Year 9			
Term	Topic	Content Learnt	High Performing Students will:
1	Romantic poetry and Romanticism	The underlying origins of Romanticism as a development of European thought. Conventions of Romantic poetry. The lives and careers of a selection of major Romantic poets writing in English.	Find out interesting facts about each of the poets we are studying: <ul style="list-style-type: none"> • William Blake • John Keats • Samuel Taylor Coleridge • Lord Byron • William Wordsworth For each poet, create a 10 question multiple choice quiz about the poet's life and work. Try reading more of Wordsworth's epic poem <i>The Prelude</i> .
2	Frankenstein	Epistolary narratives, framing narratives and the use of multiple narrators in fiction. Gothic horror in fiction The background to the novel – Mary Shelley, Percy Shelley, Lord Byron and the story competition at Villa Diodati. The tragic anti-hero in fiction (this can apply both to Victor Frankenstein and the creature). The picturesque and the sublime in fiction (use of landscape in the novel). Creative writing reinforces writing skills and narrative structure	<ul style="list-style-type: none"> • Mary Shelley's alternative title for <i>Frankenstein</i> was <i>The Modern Prometheus</i>. What can you find out about Prometheus? What stories are told about him? What are the similarities between Victor Frankenstein and Prometheus? Create a presentation to share your ideas. • Find out more about Mary Shelley's two influential parents – William Godwin and Mary Wollestonecraft. What are the most important or interesting ideas developed by these two people? Create a presentation to share your ideas. Try reading some of the gothic novels that preceded or followed <i>Frankenstein</i> such as <i>The Castle of Otranto</i> (1764) or <i>Dracula</i> (1896).
3	A View from the Bridge	The development of the tragedy in drama from ancient Greece to 20 th century USA. The idea of the tragic hero. Immigration to the U.S. and poverty in Italy in the 20 th century.	<ul style="list-style-type: none"> • Research the history of New York City from 1755 to 1955 and create a poster or presentation to share your findings. • Watch <i>On the Waterfront</i> • Research and evaluate some different productions of <i>A View from the Bridge</i>.

		<p>Gender stereotypes in 1950s America. Homophobia Controlling male behaviour and inappropriate sexual attraction</p>	<ul style="list-style-type: none"> • Research and present about different examples of the Chorus in classical and modern theatrical tradition. Read <i>My Brilliant Friend</i> by Elena Ferrante
4	Twelfth Night	<p>Conventions of comedy. Courtly love Puritanism and the popular response to it in 16th and 17th century England The presentation of women onstage and in English society</p>	<ul style="list-style-type: none"> • Research the stories and characters from Shakespeare's comedies. Create a short presentation to share your findings. What similarities can you find with <i>Twelfth Night</i>? What differences?