

	Year 7	Year 8	Year 9
Term One	<p><u>Gothic stories</u></p> <p>Underpins ideas about genre. Provides an anchor for exploration into pre and post 1900 texts/ Victorian literature in Year 8, 9 and GCSE</p> <p>An awareness of how narrative arcs exist - transfer arcs into their own writing of story as part of the great tradition of literature.</p> <p>Introduction to characterisation and setting - builds on students' KS2 learning and extends their reading and writing skills. Underpins further learning on character and archetype and genre.</p> <p>Introduce traditional narrative form and structure to establish a framework for future study.</p>	<p><u>Victorian Non-Fiction Texts & A Christmas Carol</u></p> <p>Developing an awareness of how non-fiction texts are influenced by their historical context</p> <p>Critically evaluating non-fiction texts and forming opinions regarding their content, context, writer's perspective, purpose and style.</p> <p>Making explicit links between the non-fiction texts and the fictional world</p> <p>Developing an understanding of 19th century which links to the study of Victorian text in the next year and beyond.</p> <p>As part of this introduction to vocabulary, syntax and idioms which are no longer commonly used in daily vernacular - creating a base for student understanding of the 19th century novel.</p> <p>Developing a wider understanding of intersectionality: race, class and gender through the exploration of character and their context.</p>	<p><u>William Shakespeare: Romeo and Juliet (Post-covid: currently Of Mice and Men)</u></p> <p>Develops the vocabulary of the Shakespearean canon through understanding and analysis of language</p> <p>To connect themes e.g. conflict, gender, class within texts to contemporary issues and empathising with motivations then and now</p> <p>Empowers independent viewpoints as reader and writer by engaging with polysemic language within literature, building on the critical skills in Year 8.</p> <p>Encourages further study in intertextuality and interrogation in terms of the purpose and validity of canonical texts.</p> <p>Moves students towards a GCSE style evaluation, drawing on the previous skills developed in KS3.</p>
Term Two	<p><u>George Orwell: Animal Farm</u></p> <p>Explore politics and class as part of the social justice thread through KS3.</p> <p>Relevance of a text which explores inequality in society - historically and contemporary, and in the context of our own experiences.</p> <p>Develops the use of structure and story craft established in term one, and introduces more complex ideas of characterisation.</p> <p>Identifies how modern texts draw on established narrative and character frameworks.</p> <p>Establishes the focus on oracy and rhetoric and informs the debate and speech craft skills in year 8, Speakout Challenge and GCSE speaking and listening NEA</p>	<p><u>John Steinbeck: Of Mice and Men</u></p> <p>Focus shifts from predominantly class to representations of race and gender - allowing students to explore these social issues and aspects of justice/injustice in their own contexts.</p> <p>Analysis of context from the USA and application of key concepts such as 'The Other' which will be essential in KS4.</p> <p>Intertextual approach: Strange Fruit (Meeropol), Billie Holiday, Nina Simone, Jazz Age, RnB - valuing alternative texts such as poetry and song.</p> <p>Clear links made to contemporary issues in line with department manifesto</p> <p>Developing debate skills and connecting to the rhetoric in speech writing.</p>	<p><u>J.B. Priestley: An Inspector Calls (Post-covid: currently Romeo and Juliet)</u></p> <p>Highlights the progression of the dramatic form across time.</p> <p>Modern drama has distinct conventions different from Shakespeare Shows how socio-historical context of dramatic plays influence the representation of gender and class</p> <p>Builds on family and gender representation examined in Romeo and Juliet in Year 9, and class representation in Year 7 & 8</p> <p>Facilitates contemporary debates about class, gender and society which are prevalent to our students and the modern world</p> <p>Links thematically to GCSE text Blood Brothers</p>
Term Three	<p><u>The World of Shakespeare and The Tempest</u></p> <p>Shakespearean language and vocabulary.</p> <p>Structure of a play - acts and scenes as well as Freytag's pyramid</p> <p>Elizabethan / Jacobean contexts and how it compares to our own context and affects we would view the characters and situations</p> <p>Importance of Shakespeare and his impact on our cultural identity</p> <p>Play genre and key terms of drama texts</p> <p>Considering how society was strictly ordered and role of the patriarchy</p> <p>Love and relationships (romantic and familial) makes students aware of these themes in order to support later study in Shakespeare and KS4 poetry units.</p>	<p><u>Much Ado About Nothing and Shakespeare's Sonnets</u></p> <p>To develop the vocabulary of the genre of Shakespearean comedy through understanding and analysis of themes, performance and characterisation</p> <p>To align themes e.g. loyalty, love, power, conflict, marriage within texts to contemporary issues and empathising with motivations then and now</p> <p>To empower critically robust viewpoints as reader by exploring layers of polysemic language within literature</p> <p>To actively engage with an intertextual approach and use the methodology to interrogate canonical texts</p>	<p><u>19th Century Poetry and Prose</u></p> <p>To engage with students the breadth and aesthetic of the phonological, rhythmic, figurative experience of poetry</p> <p>Develops their understanding of nineteenth-century Britain in terms of class, wealth, gender imbalances and the marginalised and consider how the passage of time changes our perceptions on literary texts, building on the Dickensian study in Y8.</p> <p>Engages in close textual analysis and the use of peer discussion in order to widen perceptions of texts in preparation for GCSE.</p> <p>To appreciate the historicist timeline of poetry and prose and to consider societal and ideological shifts in order to make links to KS4 units- Jekyll and Hyde and Love and Relationships poetry.</p>