



St Benedict's Catholic High School
1971

English: KS3 Intent

Year 7

War Horse (7 weeks)

In this unit students study the WW1 context of *War Horse* to introduce them to the idea of writer's intention; this unit also introduces students to forming points in response to a question as well as gathering evidence to offer interpretations.

Descriptive Writing: War Theme (6 weeks)

Students build their knowledge and vocabulary linked to the theme of war and use it to inspire descriptive writing, which allows students to build on their writing skills from primary school and encourages them to use sensory detail, ambitious vocabulary, as well as a range of linguistic and structural devices; students are encouraged to get used to sustaining high quality writing under timed conditions.

A Midsummer Night's Dream (7 weeks)

Some students have studied Shakespeare plays already at primary and some have not; this unit caters for the mixed background of our students by exposing them to the whole plot of their Shakespeare play and considering how it reflects the context of C16th society. Students are introduced to the idea of a patriarchal society and C16th gender roles. In this unit, students



continue to develop their ability to write points, and intentions and offer interpretations from evidence; they are also introduced to exploring writer's methods, particularly language features.

Opinion writing on MSND themes (6 weeks)

Students develop their knowledge and vocabulary linked to themes such as love, youth, relationships and control. In this unit, students are taught the conventions of newspaper writing and produce their own articles. This unit allows our students to develop their vocabularies and ability to adapt linguistic devices, sentence forms and structural techniques for a different purpose and genre.

Poems to celebrate diversity (6 weeks)

As part of this unit, students study poems that celebrate diversity by looking at poems from different cultures, backgrounds and perspectives from their own; this unit allows our students to develop empathy and tolerance at the same time as allowing them to develop their essay writing skills from previous reading units. As part of this unit, students expand their knowledge of methods by exploring poetic devices such as caesura and enjambment.

Writing to inform on other cultures (2 weeks)

Students' writing skills are developed further in this unit, exposing them to another genre: information writing. Students expand their vocabularies further and adapt their writing skills for



another purpose. Students are also able to develop their knowledge of different people and perspectives.

The remaining weeks are for summative assessment, revision and feedback.

Year 8

Animal Farm– (7 weeks)

Students are introduced to political ideologies such as socialism, communism and capitalism, and are taught about the Russian Revolution, in order to understand Orwell's intentions in Animal Farm. Students continue to develop their essay writing skills, such as forming points, linking to intention and exploring evidence and methods. Students are introduced to methods such as symbolism.

Dystopian Writing (Narrative) (6 weeks)

Students continue to develop their crafting of sentence forms and structures, linguistic and structural devices, and punctuation. They are also given more opportunities to enhance their vocabularies. This unit exposes them to the convention of dystopian writing and pushes them to adapt their writing for the genre.



The Speckled Band (7 weeks)

This unit introduces students to C19th Century England and consolidates their knowledge of patriarchy and allows them to explore the changing nature of gender roles in England. Students continue to refine their essay writing skills and introduces them to more sophisticated methods such as juxtaposition.

Crime Writing (Narrative)– (6 weeks)

This unit introduces students to the genre of crime writing and builds on their prior learning of using linguistic devices, sentence forms, ambitious vocabulary etc. As part of this unit, students develop their skills and learn how to extend metaphors and personification to create imagery across a text.

Analysis of Non-Fiction Nature Texts – (3 weeks)

Students continue to practise their analysis skills but this time on non-fiction texts. Students focus on methods in this unit and look particularly at methods common in persuasive discourse . Students also learn how to compare texts as part of this unit, using discourse markers such as however and likewise, and identifying similarities and differences across texts.

Opinion Writing: Nature (5 weeks)



Students continue to develop their ability to produce opinion writing, in the form of newspaper articles. In this unit, students are encouraged to take on a persona to produce a convincing and compelling opinion piece. Students focus heavily on creating emotive anecdotes.
The remaining 6 weeks are for summative assessment, exams, revision and response to feedback.

Year 9

Hamlet OR Othello – (7 weeks)

Students learn the plot of a Shakespearean tragedy and explore it in relation to its context. Students continue to develop their essay writing skills and are taught how to explore language, form and structure methods. Students learn about themes and context such as patriarchy, gender roles, race, love, madness as well as terminology like hamartia and hubris.

Evaluating Gothic Extracts– (4 weeks)

Students are introduced to the gothic genre and its conventions and are introduced to the skill of evaluation which they practise alongside other skills such as forming a clear point and selecting and analysing methods and their effect on the reader.

Gothic Writing (descriptive) inspired by Woman in Black (7 weeks)



Students use the *Woman in Black* and their knowledge of the gothic genre as springboard for their descriptive writing; this unit focuses heavily on students building sensory description and using extended personification and zoomorphism.

Of Mice and Men– (7 weeks)

Students are introduced to 1930s America and how this context is reflected in *Of Mice and Men*. Students continue to work on their essay skills and now look at analysing a range of methods and making whole text references. All students are taught how to answer theme style questions as well as character. Students explore themes such as loneliness, masculinity, and racial segregation.

Opinion writing based on themes from OMAM (6 weeks)

Students explore themes such as loneliness and racism in modern society and are encouraged to find their own voice. The loneliness unit allows students to engage in charity work in the community; in previous years we have visited a care home and provided Christmas presents and cards to the elderly. Students are taught about structural and institutional racism and look at issues such as racism in sport. These experiences allow students to form opinions and build emotive arguments. In this unit, students consolidate their understanding of producing newspaper articles and adapt their opinion writing into the form of a speech as well; students



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deliver their speeches to develop their confidence in public speaking. Students also learn about the left and right wing and how political ideologies of a newspaper platform can affect the way news stories are framed.

Introduction to Tragedy through song/pop culture (3 weeks)

Students are introduced to Aristotle's tragic conventions by applying them to song lyrics. Students produce a group presentation on a song explaining how Aristotle's conventions can be applied.

The remaining 5 weeks are for summative assessment, exams, revision and response to feedback.