



## **ENGLISH: KS3 INTENT**

### **PURPOSE OF STUDY - NATIONAL CURRICULUM**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### **Year 7**

### **ENGLISH YEAR 7 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?**

#### **Seminal Poetry**

Pupils begin the year by exploring influential poems that have had a lasting cultural impact. Themes include love, conflict, gender, and nature. This unit helps pupils develop empathy and analytical thinking while introducing key essay-writing skills. Pupils are also encouraged to write their own poems, using the techniques and themes studied as inspiration.

#### **Creative Writing: War Theme**

Building on their understanding of poetic methods and drawing inspiration from *Dulce et Decorum Est*, pupils enhance their descriptive writing around the theme of war. They learn to craft vivid imagery using sensory detail, ambitious vocabulary, and a range of literary devices. This unit also introduces the challenge of writing creatively under timed conditions.

### **War Horse**

Through Michael Morpurgo's *War Horse*, pupils examine character development, the emotional impact of war, and the historical context of World War I. They are introduced to the concept of writer's intention and begin developing structured analytical responses supported by textual evidence.

### **A Midsummer Night's Dream**

Pupils explore one of Shakespeare's most accessible comedies, focusing on plot, character, and themes. They investigate the context of Elizabethan society, particularly ideas about gender roles and patriarchy. This unit continues to build pupils' confidence in interpreting texts and writing analytical essays.

### **Language Change & Spoken Language**

This unit traces the evolution of English from Old English to contemporary slang. Pupils study word origins and language shifts, preparing them for further Shakespeare study. The unit concludes with a spoken presentation on how the English language has changed over time, including Shakespeare's influence.

### **Year 8**

#### **The Giver**

Pupils read *The Giver* by Lois Lowry and explore key features of dystopian fiction. They analyse character presentation, societal structures, and the novel's underlying messages. This unit continues to develop pupils' ability to interpret evidence and consider a text's effect on the reader.

#### **Dystopian Creative Writing**

Pupils apply their knowledge of dystopian conventions by crafting their own dystopian narratives. They focus on building compelling characters and settings while refining sentence structure, punctuation, and vocabulary appropriate to the genre.

#### **Animal Farm**

In this unit, pupils are introduced to allegory and political ideologies such as communism, socialism, and capitalism. They explore the

historical context of the Russian Revolution and examine how Orwell uses character and symbolism to convey his message. Essay writing skills are further developed through detailed analysis.

### **Non-Fiction & Opinion Writing**

Pupils explore persuasive techniques through high-quality examples of non-fiction, including travel writing, reviews, and opinion pieces. They practise adapting tone and style for different purposes—whether passionate, scathing, or humorous—and learn to craft their own speeches and articles with clarity and impact.

### **The Speckled Band**

Pupils study a 19th-century detective story by Arthur Conan Doyle, considering how gender roles and social expectations are reflected in the literature of the time. This unit deepens contextual understanding and enhances analytical skills.

### **Writing a Children's Crime Story**

Working in groups, pupils write and perform mystery stories aimed at a younger audience. They learn how to adapt content and language for different readers and develop their spoken language skills through collaborative storytelling and performance.

## **Year 9**

### **Just Mercy**

Pupils are introduced to the history of segregation and the American justice system, and how this context is reflected in the non-fiction text *Just Mercy*. Pupils continue to work on their essay skills and now look at analysing a range of methods and making whole text references. Pupils explore themes such as inequality, prejudice and discrimination.

### **Opinion Writing based on Social Issues**

Pupils explore social issues and are encouraged to find their own voice. The loneliness unit allows pupils 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. Pupils are taught about structural and institutional racism and look at issues such as racism in sport. These experiences allow pupils to form opinions

and build emotive arguments. In this unit, pupils are taught how to adapt their writing for different modes and modify tone based on purpose and audience.

### **Introduction to Tragedy**

Pupils are introduced to Aristotle's tragic conventions by applying them to song lyrics, mythology and other media. They compare myths, poems and songs and produce a presentation developing spoken language skills.

### **Othello**

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

### **Gothic Writing**

Pupils are introduced to the gothic genre and gothic conventions. They explore the plot of classic gothic stories and consider how they are gothic by practising the skill of evaluation. They use these stories as a springboard for their descriptive writing; this unit focuses heavily on pupils building sensory description and using extended personification and zoomorphism.

The remaining time is for summer exam preparation, summative assessment, revision and feedback.