

KS3 Course Outline

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>Literature (Modern Novel):</u> <u>Ghost Boys</u></p> <p>We will read and analyse Jewell Parker Rhodes’ important novel about a black boy killed by a white police officer in Chicago, learning how writers use language and structure to create empathy and expose prejudice.</p>	<p><u>Creative Writing: Describing Settings</u></p> <p>Pupils will learn how to consciously craft their work at the word, sentence, and paragraph level to describe a range of settings—both idyllic and bleak—and to use figurative language to create a clear sense of place and atmosphere.</p>	<p><u>Persuasive Writing: Viewpoints</u></p> <p>Pupils will hone their writing and presentation skills by creating and delivering speeches to express their own views, using techniques such as repetition and direct address to convince the audience.</p>	<p><u>Literature (Modern Play): Face</u></p> <p>Benjamin Zephaniah’s play about a teenage boy who suffers life-changing injuries opens up crucial questions about self-image and identity. Pupils will also learn to analyse dramatic devices such as stage directions and props.</p>	<p><u>Shakespeare’s Heroes and Villains</u></p> <p>We will explore some of Shakespeare’s most enduring characters (including Henry V, Iago, Hamlet, and Prospero) through their monologues and dialogues and learn how to apply historical context to our analytical writing.</p>	<p><u>Writing Dramatic Monologues</u></p> <p>Pupils will practise creating villainous, conflicted, and angry characters and craft and perform their own dramatic monologues expressing their voice and emotions. To do so, they will engage with characters created by August Wilson, T.S. Eliot, Suzanne Collins, and Robert Browning.</p>
Year 8	<p><u>Literature (Poetry):</u> <u>Political Poetry</u></p> <p>Pupils will explore how writers across time have used poetry to engage with political issues. We’ll read and analyse canonical poems such as Percy Bysshe Shelley’s ‘England in 1819’, seminal world literature from Pablo Neruda and Maya Angelou, and the work of contemporary British poet Caleb Femi.</p>	<p><u>Creative Writing: Describing Gothic Settings</u></p> <p>Pupils will develop their descriptive writing skills by focusing on Gothic settings. We will learn how writers wield the conventions of the genre, create an ominous atmosphere, harness techniques such as pathetic fallacy, and build suspense.</p>	<p><u>Persuasive Writing: Speeches</u></p> <p>Pupils will build on their oracy skills by writing and delivering their own speeches. They will study famous speeches across time, including William Wallace in <i>Braveheart</i> and Chimamanda Ngozi Adichie’s TED Talk, to understand the importance of tone, body language, articulation, and voice.</p>	<p><u>Shakespeare: Macbeth</u></p> <p>We will continue our journey through the macabre with Shakespeare’s supernatural tragedy, focusing on the theme of ambition while also tracking how the play follows the convention of a tragic hero brought down by fatal flaw. This will provide a strong foundation for pupils’ GCSE text, <i>Romeo and Juliet</i>.</p>	<p><u>Literature (Novel): The Woman in Black</u></p> <p>This unit builds on students’ creative exploration of Gothic conventions by introducing them to Susan Hill’s classic ghost story. Pupils will learn how writers use language techniques such as pathetic fallacy, construct eerie and ominous atmospheres, and design narrative structure (gaps, flashbacks, suspense) for effect. This prepares pupils for the GCSE text, Robert Louis Stevenson’s <i>Strange Case of Dr Jekyll and Mr Hyde</i>.</p>	
Year 9	<p><u>Literature (Modern Novel):</u> <u>Of Mice and Men</u></p> <p>Students will read Steinbeck’s American classic and develop an understanding of how characters are shaped by—and reflect—their social and historical contexts. They will explore Steinbeck’s use of characterisation, symbolism, and semantic fields, while also revisiting key structural techniques such as foreshadowing and cyclical structure.</p>	<p><u>Creative Writing: Crafting Descriptive Narratives</u></p> <p>Pupils will take their descriptive writing skills further by mastering opening paragraphs, colour imagery, suspense, symbolism, and character description. We will explore narrative arcs we can use to shape our writing—discovery, disappointment, and decision—and analyse how they are used by Alice Walker, James Joyce, and Sylvia Plath.</p>	<p><u>Viewpoint Writing: War</u></p> <p>Pupils will explore a range of viewpoints on war through both poetry and prose. They will analyse how these writers use rhetorical devices such as antithesis and emotive language so that they can deploy these in their own persuasive article.</p>	<u>Literature (C19th Novel): Great Expectations</u>		<p><u>Shakespeare: Romeo and Juliet</u></p> <p>Our final half-term of KS3 will provide a bridge between KS3 and KS4 by introducing pupils to one of their GCSE texts. They will gain a firm understanding of the plot, characters, and themes—love and conflict—which will support later, more in-depth study of context, language, and structure.</p>
				<u>Reading: Analysis of a character across a text</u>	<u>Creative Writing: Monologue</u>	

				<p>Students will bring their knowledge of power, wealth, ambition, and identity to Dickens’ <i>Bildungsroman</i>. They will enhance their understanding of plot, characterisation and examine the themes of class, wealth, isolation and identity across the novel.</p>	<p>Pupils will engage with <i>Great Expectations</i> creatively by writing an internal monologue for Miss Havisham. We will experiment with time shifts (both flashbacks and flashforwards) and learn how they can be used to add nuance to characters and create striking contrasts.</p>	
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