



<p><b>Year 7</b></p> <p>During Year 7 students will study James Riordan's World War I novel <i>When the Guns Fall Silent</i>. They will explore the foundations of literature through Greek mythology, examine how the natural world acts as a stimulus for poets across the ages and they will learn how to express their opinions passionately when creating their own Staffordshire village.</p>	<p><b>Transition Unit: 'A Walk Through Nature'</b></p> <p><u>Baseline Assessment Task (Writing)</u> Write a small descriptive piece with the title 'A Walk Through Nature'.</p>	<p><b><i>When the Guns Fall Silent</i> by James Riordan</b></p> <p><u>Assessment Piece (Writing)</u> Write a short narrative/narrative opening based on World War I with the title 'Over the Top'.</p>	<p><b>Greek Myths and Legends</b></p> <p><u>Assessment Piece (Reading)</u> Explore how Armitage presents the character of Odysseus as a wise, noble and brave hero.</p>	<p><b>Natural World Poetry</b></p> <p><u>Assessment Piece (Reading)</u> Explore how Hughes presents the natural world as powerful in the poem <i>Hawk Roosting</i>.</p>	<p><b>The Village</b></p> <p><u>Assessment Piece (Speaking and Listening)</u> Participate in a Socratic debate based on a local issue affecting village life.</p>
<p><b>Year 8</b></p> <p>During Year 8 students will explore the class divide in Willy Russell's <i>Blood Brother</i>. They complete an in-depth study of Shakespeare's tragic hero Macbeth, they will delve into the Gothic Horror genre, they will compare how select poets present relationships and they will have the opportunity to present and deliver a prepared speech on the topic of climate change.</p>	<p><b><i>Blood Brothers</i> by Willy Russell</b></p> <p><u>Assessment Piece (Reading)</u> 'Blood Brothers is a play about two contrasting worlds.'</p> <p>To what extent do you agree with the statement?</p>	<p><b><i>Macbeth</i> by William Shakespeare</b></p> <p><u>Assessment Piece (Reading)</u> Explore how Shakespeare presents Macbeth's descent into tyranny.</p>	<p><b>Gothic Horror</b></p> <p><u>Assessment Piece (Writing)</u> Write a short narrative inspired by the Gothic genre.</p>	<p><b>Relationships Poetry</b></p> <p><u>Assessment Piece (Reading)</u> Compare how the poets present relationships in these two poems.</p>	<p><b>The Art of Rhetoric</b></p> <p><u>Assessment Piece (Speaking and Listening)</u> Write and perform a speech giving your opinion on climate change and its effects.</p>
<p><b>Year 9</b></p> <p>During Year 9 students will explore Mary Shelley's presentation of the monster in her novel <i>Frankenstein</i>. They will have the opportunity to develop their journalistic voice when writing for National Geographic, they will explore the character of Prospero in Shakespeare's <i>The Tempest</i>, examine poetry that aims to give a voice to the voiceless and they will hone their craft as an author.</p>	<p><b><i>Frankenstein</i> by Mary Shelley</b></p> <p><u>Assessment Piece (Reading)</u> Explore how Shelley presents the monster's need for companionship.</p>	<p><b>Travel Writing</b></p> <p><u>Assessment Piece (Writing)</u> Write a piece of travel writing for National Geographic magazine.</p>	<p><b><i>The Tempest</i> by William Shakespeare</b></p> <p><u>Assessment Piece (Reading)</u> Explore how Shakespeare presents a change in the character of Prospero.</p>	<p><b>Character and Voice Poetry</b></p> <p><u>Assessment Piece (Reading)</u> Compare how poets present characters who find themselves marginalised by society.</p>	<p><b>Narrative Writing</b></p> <p><u>Assessment Piece (Writing)</u> Write a narrative piece entitled 'Trapped'.</p>

Alongside the texts studied throughout the year in SoW, classes will take part in Reading Weeks at various times within the year, to enhance their love of literature.



## Walton High School KS3 English Curriculum

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