

Key Stage 3 –

1. **KEY STAGE 3**

Year 7:

In Year 7, students explore a diverse range of texts that delve into universal themes such as conflict, deception, power, and love, providing a rich tapestry of literary analysis and critical thinking opportunities. "**Treasure Island**" by Robert Louis Stevenson introduces students to the adventures of Jim Hawkins, where themes of power and deception play crucial roles in the narrative, highlighting the moral ambiguities of the characters. The "**Conflict Anthology**," which includes excerpts from Anne Frank's diary and various poems, offers a poignant exploration of personal and external conflicts, enriching students' understanding of historical and emotional turmoils. Shakespeare's "**A Midsummer Night's Dream**" provides a fantastical lens on the interplay of love, power, and deception, as characters navigate the complexities of relationships influenced by magical interventions. Finally, "**The Girl of Ink and Stars**" by Kiran Millwood Hargrave intertwines themes of love and power through the journey of its protagonist, Isabella, as she maps her way through mythical and real challenges. Together, these texts allow students to compare and contrast different expressions of common human experiences across various genres and periods.

Year 8:

In Year 8, students delve deeper into themes of relationships and identity, building on their foundational knowledge from the previous year, with an intriguing mix of texts that challenge their understanding of self and society. "**The Woman in Black**" by Susan Hill explores themes of loss and grief, which significantly impact personal identity and human relationships, encapsulating the haunting effects of past tragedies on present realities. In Shakespeare's "**Richard III**," students examine the complexities of political relationships and personal ambition, with Richard's manipulative actions underpinning the dramatic exploration of power and identity. "**I Am Malala**" by Malala Yousafzai provides a profound real-life perspective on identity shaped under oppressive circumstances, highlighting the strength of human spirit and the importance of education in forging personal and collective identity. The collection of "**Dystopian Short Stories**" allows students to question and critique societal structures and norms, offering varied perspectives on how environments influence identity and interpersonal relationships. Finally, "**Social Justice Poetry**" serves as a reflective medium for students to engage with contemporary issues around equity, voice, and identity, encouraging empathy and a deeper understanding of diverse experiences and viewpoints. Collectively, these texts prompt students to reflect on their own identities and the nature of their relationships within various societal constructs.

Year 9:

In Year 9, students' literary studies deepen further, cementing their understanding of previously encountered themes such as power, deception, and conflict, while continuing to explore complex issues surrounding relationships and identity. "**The Crucible**" by Arthur Miller serves as a powerful anchor, drawing parallels between the historical Salem witch trials and the concept of identity under societal pressure. This text not only reinforces the themes of deception and power but also challenges students to consider the impact of fear and suspicion on community relationships and individual identity. The collection of "**Relationship and Identity Short Stories and Essays**" provides a diverse spectrum of perspectives and experiences, enabling students to see how different authors tackle the questions of self-discovery and human connections. These narratives and analytical pieces encourage students to reflect on their own identities and the dynamics within their interpersonal

relationships. **"The Adventures of Sherlock Holmes"** by Arthur Conan Doyle brings an exploration of identity and relationships through the deductive powers of Holmes and his interactions with Dr. Watson. Throughout their stories, they meet interesting characters that allow for an in-depth exploration of themes such as power, love and gender. **"Relationships and Identity Poetry"** offers builds on already established themes through a lyrical exploration of personal and communal identities, providing insight into the emotional depth of human connections. This poetry underscores the power of language in expressing and shaping perceptions of self and others, enriching students' understanding of literary expression as a reflection of human experience. Finally, Shakespeare's **"King Lear"** revisits the themes of power and deception, with a poignant focus on family relationships and personal downfall. Lear's journey through madness and recognition provides a dramatic contrast to his earlier authoritarian identity, offering profound insights into the nature of human frailty and the quest for redemption. Together, these texts not only reinforce students' previous literary knowledge but also expand their understanding of how relationships and identity are portrayed and questioned across different genres and contexts.

Homework:

Homework will be set weekly. Homework is in the form of Sparx Reading.

Assessment:

In Key Stage 3, students are regularly assessed through independent practice during lesson times, ensuring a continuous measurement of their progress and understanding. This ongoing assessment is conducted through various interactive and responsive methods. Teachers frequently use questioning to gauge students' comprehension in real-time, encouraging critical thinking and on-the-spot problem-solving. Whiteboard activities serve as a visual and collaborative tool, allowing students to display their knowledge publicly and receive immediate feedback. Knowledge checks, often quick and targeted quizzes, are implemented to assess retention of recently taught material. Additionally, "Do Now" activities at the start of each lesson are used to review prior knowledge and set the stage for new learning, effectively bridging gaps between lessons and solidifying foundational concepts.

In Key Stage 3, mid-year and end-of-year assessments are strategically implemented to measure student academic progress, introduce academic rigour, and prepare them for the increased challenges of subsequent educational stages.

Contact:

For further information/clarification about KS3 English please contact Mr Lacy