

Garforth Academy – Curriculum Plan KS3 Years 7-9

Year 7

	Term 1: September-December	Term 2: January-April	Term 3: April-July
BIG question	'How can conflict shape our experiences?'	'What qualities allow people to survive in difficult circumstances?'	'When is there a difference between appearance and reality?'
Reading – main text for the term, plus poetry links	<i>'Private Peaceful' by Michael Morpurgo</i> FICTION NARRATIVE WITH PAST AND PRESENT NARRATIVES with non-fiction articles on experiences in war. Poems including Pope's Who's for the Game? Owen's Dulce and McRae's In Flander's Field. Link to Remembrance Day.	<i>'Boy' by Roald Dahl</i> NON-FICTION with poems including: Blackberry Picking, Mrs Tilscher's Class and First Day at School.	<i>'Much Ado About Nothing' by Shakespeare</i> ARCHAIC with poems including: Sonnet 130 and Today I Got a Valentine by Ken Nesbitt.
Spoken language – speaking and listening opportunities	Informative group presentation on charities which support veterans.	Debate in small groups – Boarding school is a wonderful opportunity for children to develop independence.	Paired role play – Detective and Don John - interview Reciting poetry (Trust competition)
Writing – writing opportunities within the reading units	<ul style="list-style-type: none"> • Informal letter • 1st person description of the trenches • 1st person character setting 	<ul style="list-style-type: none"> • Formal letter from school • Guide to Norway • 1st person description 	<ul style="list-style-type: none"> • Diary entries • Letter writing to advise • Writing Poetry (Trust competition)
Writing consolidation - the main writing topic for the term	Descriptive writing - Combining character and setting writing in 1 st person narrative piece	Formal letter to a newspaper – opinion piece with persuasive elements	Writing about literature – essay writing skills focusing on approaching extracts, making links to themes and messages.
Enrichment focus – at the end of every term	Charity in the community – Year7 charity fair to raise money for chosen charities.	Project management – school planning with links to the school council	Delta Poetry Competition – entries judged by class teacher and top passed to TLRs to be entered into competition
Reading assessment	<ul style="list-style-type: none"> • Baseline: GL Reading Age Test • STAR Reading: Accelerated Reader programme 	<ul style="list-style-type: none"> • GL Reading Age Test • STAR Reading 	<ul style="list-style-type: none"> • GL Reading Age Test as appropriate to need • STAR Reading
End of term assessment	Fiction reading and descriptive writing	Non-fiction reading and formal letter	Shakespeare – Much Ado About Nothing (extract writing)

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Year 8

	Term 1: September-December	Term 2: January-April	Term 3: April-July
BIG question	'How can power corrupt?'	'How can you overcome adversity?'	'What makes us different?'
Reading – main text for the term, plus poetry links	<p>'Animal Farm' by George Orwell</p> <p>ALLEGORICAL NARRATIVE WITH COMPLEX CONTEXT. THIRD PERSON NARRATOR. Non-fiction extracts from contextual sources – Stalin's speech and fiction extract from Brave New World dealing with themes of control. Poetry includes Do You Hear the People Sing? and Alexy Tolstoy's The Convicts.</p>	<p>'I am Malala' by Malala Yousafzai</p> <p>NON FICTION/RESISTANT TEXT with poems including: Flag by John Agard, Nothing's Changed, and Not My Business by Niyi Osundare.</p>	<p>The Curious Incident of the Dog in the Night-time by Mark Haddon (adapted by Simon Stephens)</p> <p>MODERN PLAY with poems including: The Walking Wounded at Lidl by Henry Normal, The Hunchback in the Park by Dylan Thomas and The Missing Heart by Anon.</p>
Spoken language – speaking and listening opportunities	Speech – persuading animals the rebellion was effective.	Class debate – should celebrities be role models?	Collaborative drama to create and perform a 'hidden' scene OR Poetry by heart
Writing – writing opportunities within the reading units	<ul style="list-style-type: none"> • Diary entries • Persuasive writing • Writing action paragraphs 	<ul style="list-style-type: none"> • Narrative writing • Article on someone you admire 	<ul style="list-style-type: none"> • Create an extra/hidden scene • Review writing
Writing consolidation - the main writing topic for the term	Creative writing – narrative writing focusing on 'action' paragraphs	Speech to parents – using persuasive techniques	Writing about literature – essay writing skills focusing on the whole text, making links to themes and message and writer's intentions.
Enrichment focus – at the end of every term	Democracy – creating and running democratic class elections.	World History – Inspiring female figures, including authors, political figures and sports women	Delta Short Story Competition - entries judged by class teacher and top passed to TLRs to be entered into competition
Reading assessment	<ul style="list-style-type: none"> • Baseline: GL Reading Age Test • STAR Reading 	<ul style="list-style-type: none"> • GL Reading Age Test • STAR Reading 	<ul style="list-style-type: none"> • GL Reading Age Test as appropriate to need • STAR Reading
End of term assessment	<ul style="list-style-type: none"> • Fiction reading and creative writing 	<ul style="list-style-type: none"> • Non-fiction reading and speech writing 	<ul style="list-style-type: none"> • Modern play – Curious Incident • Analysis of whole play (Internal)

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Year 9

	Term 1: September-December	Term 2: January-April	Term 3: April-July
BIG question	How do our relationships change us as people?	Can we make a difference?	'Are our lives guided by fate or choice?'
Reading – main text for the term, plus poetry links	<i>'The Woman in Black' by Susan Hill</i> FRAMED NON-LINEAR NARRATIVE WRITTEN IN GOTHIC STYLE. with extracts from Stoker's Dracula and Shakespeare's Hamlet. Non-fiction article by John Frisk Poems including Poe's The Raven and Duffy's Miss Havisham.	<i>'Born a Crime' by Trevor Noah:</i> NON-FICTION with poems including: Not My Business by Niyi Osundare, and Half-Caste by John Agard.	<i>'Romeo and Juliet' by Shakespeare</i> ARCHAIC with poems including: Sonnet 29 by Elizabeth Barrett-Browning, Mother, Any Distance by Simon Armitage and Quickdraw by Carol Ann Duffy.
Spoken language – speaking and listening opportunities	Paired debate – How does the narrator change across the novel?	Class debate – the effects and consequences of global warming.	Group presentations – a presentation on the key themes in the play, making links to character, plot and messages.
Writing – writing opportunities within the reading units	<ul style="list-style-type: none"> Formal letter writing Narrative – structuring a clear beginning middle and end. 	<ul style="list-style-type: none"> Article writing – persuasive tone Speech writing – advisory 	<ul style="list-style-type: none"> Poetry writing – to be performed Writing a script Letter to a director
Writing consolidation - the main writing topic for the term	Creative writing – 1 st person narrative.	Article writing – travel writing.	Writing about literature – essay writing skills focusing on making links between extracts and full text, making links to themes and messages and writer's intentions.
Enrichment focus – at the end of every term	Gothic story competition – Delta competition focusing on using Gothic conventions.	Environmental awareness in the wider world – school campaign on how we can be greener	Pride Poetry – student study a selection of poetry from the LGBTQ+ community, linking to themes from the novels studied across the year.
Reading assessment	<ul style="list-style-type: none"> Baseline: GL Reading Age Test STAR Reading: Accelerated Reader programme 	<ul style="list-style-type: none"> GL Reading Age Test STAR Reading 	<ul style="list-style-type: none"> GL Reading Age Test as appropriate to need STAR Reading
End of term assessment	<ul style="list-style-type: none"> Fiction reading and narrative writing 	<ul style="list-style-type: none"> Non-fiction reading and article writing 	<ul style="list-style-type: none"> Shakespeare – Much Ado About Nothing Analysis of whole play (Internal)