

Garforth Academy – Curriculum Plan KS3 Years 7-9

Foundation Year Curriculum

	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	<p><i>'The Woman in Black' by Susan Hill</i></p> <p>FRAMED NON-LINEAR NARRATIVE WRITTEN IN GOTHIC STYLE. with extracts from Stoker's Dracula, Dickens' Great Expectations and Jackson's Haunting of Hill House. Poems including Clarke's Catrin and Duffy's Havisham.</p>	<p><i>'I am Malala' by Malala</i></p> <p>NON-FICTION with poems including: Not My Business by Niyi Osundare, and HalfCaste by John Agard, Living Space- Dharavi</p>	<p><i>'Romeo and Juliet' by Shakespeare</i></p> <p>ARCHAIC with poems including: Sonnet 43 by Elizabeth Barrett-Browning, Mother, Any Distance by Simon Armitage and Quickdraw by Carol Ann Duffy, She Walks in Beauty by Byron</p>
Spoken language – speaking and listening opportunities	Paired debate – How does the narrator change across the novel?	Class debate –the dangers of propaganda.	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	<p><u>Writing to describe place and action (building on Y7&8, leading to a complete Narrative</u> structuring a clear beginning middle and end.</p>	<ul style="list-style-type: none"> Report writing – to inform 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.	Planning for Malala Day	Building healthy relationships in our college.
Reading assessment	<ul style="list-style-type: none"> Baseline: GL Reading Age Test 	<ul style="list-style-type: none"> GL Reading Age Test 	<ul style="list-style-type: none"> GL Reading Age Test as appropriate to need.
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)