

Key Stage 3

Autumn Term 1:

Pupils will begin to explore the big question of 'Who am I?' focusing on the theme of identity. This will involve progressive reflection of the self from within the home to the bigger context of the wider world. Identity will encompass a range of texts, both fiction and non-fiction, from autobiographical extracts by celebrities to newspaper articles on music and politics.

Throughout this half-term, pupils will utilise and improve skills of communication, team work as well as develop their self-awareness. Learning will be supplemented by weekly Literacy lessons, in addition to thirty minutes of reading for pleasure, so that pupils are able to form a coherent understanding of the basic skills used in the subject. Furthermore, by studying various texts, they will be able to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers before applying this knowledge and understanding to write an extract of their own autobiography.

Autumn Term 2:

During this half-term, pupils will continue to explore different cultures. The key question here is 'Where am I?' and will enable pupils to see how Birmingham, through its cultural icons in writing and music, has changed and will continue to develop into the future.

Looking at travel writing, pupils will study a variety of texts before employing the knowledge and understanding gained to create a persuasive writing piece in the style of a travel agent.

Spring Term 1:

In Spring 1, pupils will consider the main question of 'What am I?' They will read 'Animal Farm' and develop some of the skills that they will require for GCSE. They will study the art of rhetoric, as well as improving their own transactional writing through written speeches. Here, they will seek to explore animals and nature, studying characteristics of the world and its inhabitants and how this is presented through language. They will use their developing contextual understanding of the world to relate this learning to their identity, making links to family, belonging and community.

Spring Term 2:

Pupils will begin to explore fictional texts in greater detail, focusing in particular on gothic literature. They will study extracts from 'Frankenstein' and 'Jekyll and Hyde' in order to unpick the key question, 'How am I?' This will develop their appreciation of English heritage texts and enable them to consider the use of language for effect and the impact of context.

Summer Term 1:

In the final term, pupils will begin to revisit some of the key questions that were posed earlier in the year in order to highlight the progress that they have made. Thus, through an overarching theme of 'The Island', pupils will study 'The Tempest' to develop their close reading skills, including the

analysis of language, form and structure. Moreover, they will be able to consider the issues of societal stereotypes and norms whilst, simultaneously, improving their skills in descriptive writing.

Summer Term 2:

As a reflection of their learning journey, pupils will consider the big question of 'How did I get here?' Here, they will utilise all of the skills, knowledge and understanding that they have gained throughout the year to prepare for and contribute to an exhibition, performance or presentation. Furthermore, they will create an action plan for the next academic year so that they are reflective learners who are able to focus on what they are good at, as well as being maturing individuals who are aware of what they need to improve on.

How you can support your child at home:

- Encourage your child to read a range of texts to develop their understanding of their likes and dislikes; this can also be discussed in relation to your own reading preferences.
- Try to experience a range of events, such as different genres of television programmes, films and music, in order to provide a wider representation of cultures and identities.
- Encourage your child to discuss their previous travel experiences and plan further trips, focusing on the reasons for their choices. By reading about and experiencing multiple cultures, pupils will enhance their understanding of the world in which they live.
- It is recommended that pupils engage with appropriate current affairs and contemporary news items, especially in order to consider how stereotypes are presented and perpetuated. Enhance your child's experiences with animals by encouraging them to write about what they enjoy doing and how they feel following this.
- Encourage your child to be reflective and honest about their learning; engaging in a continual dialogue about strengths and weaknesses will provide pupils with the confidence to acknowledge that they are able to make steady progress.