

Year 7 Curriculum Overview Plan: Subject English

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: A Midsummer Night's Dream</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Students will be able to:</p> <ul style="list-style-type: none"> - Develop their understanding of our Literary heritage of William Shakespeare. - Understand William Shakespeare's life and the setting of 16th Century England. - Understand the plot, character and setting of A Midsummer Night's Dream. 	<p>Key Theme: The Magic of Writing</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> - write accurately, fluently, effectively and at length for pleasure. - write creatively taking inspiration from canonical and contemporary fiction. - plan, draft, edit and proof-read by up-levelling the vocabulary, grammar and structure of 	<p>Key Theme: The Bone Sparrow</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Students will be able to:</p> <ul style="list-style-type: none"> - Develop an appreciation and love of reading, and read independently through: learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. <p>making inferences and referring to evidence in the text</p> <ul style="list-style-type: none"> - read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. - Summarise ideas and information from a text - Evaluate a writer's choice of vocabulary and language techniques in terms of their effectiveness and impact on the reader. - Understand the social, cultural and historical context of a text. - Use of PEAL for analysis. 	<p>Key Theme: Poetry Anthology – Growing Pains</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> - experience a range of poetry including poems from other cultures and traditions. - make inferences and referring to evidence in the text - understand how poetic devices, vocabulary choice, structure and symbols present meaning. 	<p>Key Theme: World Affairs</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <ul style="list-style-type: none"> - exposure to a range of non-fiction sources based on current world affairs. - revisit and learn a wide range of strategies used to form a clear and coherent argument. - understand a range of rhetorical devices used by writers to evoke emotion. 	

<p>Students will be given the opportunity to develop personal and critical opinion.</p> <ul style="list-style-type: none"> - Analyse the language and organisation (structure) of the text using appropriate terminology. - Have opportunities to be creative and complete drama-based activities. Gain an understanding of the value of performance and staging. This will include students discussing the use of stage directions, costume, lighting and the setting of 	<p>their writing to improve its coherence and overall impact upon the reader.</p> <ul style="list-style-type: none"> - Understand the importance of paying attention to written accuracy including: grammar, punctuation and spelling. - Sensory description - Colour imagery - Similes & Metaphor - Personification - Pathetic fallacy - Sentence openers - Sentence structure - Paragraphs 	<ul style="list-style-type: none"> - Engage with political and social issues - Weigh up evidence and distinguish between facts and opinions - Consider different perspectives in order to formulate their own understanding and ideas - Express themselves confidently with reasoned arguments - Consider human rights and the applicability of laws nationally and internationally. - Apply our British Values of mutual respect and tolerance. - Apply our Academy values of Respect, Ambition and Bravery. <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - Use of PEAL for analysis. - Opportunities to improve SPaG through Do it Now activities. <p>Key Assessment Pieces:</p> <ul style="list-style-type: none"> - Formal letter writing – Amnesty International. - Open letters <p>Tier 2/3 Vocabulary Vault: adversity, alienation, emancipation, empathy, emancipation, equality, humanity, imagery,</p>	<ul style="list-style-type: none"> - understand the social, cultural and historical context of a text. - recognize the existence of stereotypes, biased or distorted viewpoints and form appropriately sensitive and informed responses that provide balance. - express themselves confidently with reasoned arguments - apply our British Values of mutual respect and tolerance. - apply our Academy values of Respect, 	<ul style="list-style-type: none"> - evaluate a writer’s choice of vocabulary, tone and rhetorical features in terms of their effectiveness and impact on the audience. - write for impact with appropriate language and use of facts, evidence, ideas and key points to create persuasive and emotional impact. - argue an issue by justifying opinions using relevant supporting information and/or detail. <p>Alliteration Facts Opinion</p>
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<p>The Globe theatre.</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - Prior knowledge of the conventions of performance and theatre. - Opportunities to improve SPaG through Do it Now activities. <p>Key Assessment Pieces:</p> <ul style="list-style-type: none"> - Character analysis questions using PEAL. - Analysis of themes and motifs using PEAL. 	<ul style="list-style-type: none"> - Narrative structure – DROP, SHIFT, ZOOM <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - KS2 writing strategies including vocabulary, descriptive writing techniques, sentence structure, structural devices. - Opportunities to improve SPaG through Do it Now activities. <p>Key Assessment Pieces:</p> <ul style="list-style-type: none"> - Descriptive writing assessment. 	<p>marginalisation, paramount, respect, segregation, symbolism, tolerance.</p> <p>Reading Exposure: Class Text – The Bone Sparrow.</p> <p>Non-fiction sources including information from Amnesty International about Rohingya.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <ul style="list-style-type: none"> - Use of retrieval practice in DIN. - Whole class reading, teacher-led expert reading, students reading independently and reading aloud to the class. - Consistent and progressive success criterion. - Consistent use of PEAL for analysis. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) 	<p>Ambition and Bravery.</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - Use of PEAL for analysis. - Revisit poetry knowledge from KS2 - Knowledge of poetic devices from KS2 - Opportunities to improve SPaG through Do it Now activities. - Use of PEAL for analysis. <p>Key Assessment Pieces: Poetry analysis assessment.</p> <p>Tier 2/3 Vocabulary Vault: anecdotal, autobiographical,</p>	<p>Rhetorical question Emotive language Statistics Repetition Direct Address Anecdote Pronouns</p> <p>Links to Prior Learning:</p> <ul style="list-style-type: none"> - Revisit KS2 non-fiction reading and writing skills - Reading for information, including evidence retrieval from a range of non-fiction sources. - Knowledge of current affairs. - Identifying credible and reliable text sources. - Speaking and listening skills.
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<p>Tier 2/3 Vocabulary Vault: audience, authority, benevolence, convention, disorder, Elizabethan, emblem, illusion, irrational, motif, Jacobean, perception, supernatural, vulnerable, quarrel</p> <p>Reading Exposure: Non-fiction contextual information.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p>	<p>Tier 2/3 Vocabulary Vault: alabaster, atmosphere, effervescent, enchanted, gnarled, luminosity, mysterious, obsidian, spellbinding, treacherous, unnerving, vermilion</p> <p>Reading Exposure:</p> <ul style="list-style-type: none"> - Excerpts from J K Rowling’s Harry Potter series. - J R R Tolkien’s The Hobbit <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p>		<p>context, empathy, experience, motivation, personal,</p> <p>Reading Exposure:</p> <ul style="list-style-type: none"> - Timothy Winters - Charles Causley - Mrs Tilscher's Class - Carol Ann Duffy - Follower - Seamus Heaney - Checking Out Me History - John Agard - To A Daughter Leaving Home - Linda Pastan - What happened to Lulu? Charles Causley - Run the Film Backwards - Sydney Carter 	<ul style="list-style-type: none"> - Opportunities to improve SPaG through Do it Now activities. <p>Key Assessment Pieces: Speech writing.</p> <p>Tier 2/3 Vocabulary Vault: advocate, compassion, debate, empathy, ethical, humility, informed, global, local, national, paradigm, prejudice, responsibility, socialism, societal, tenacity, tolerance</p> <p>Reading Exposure: Non-fiction sources related to current affairs and global news.</p> <p>Strategies to enable new concepts,</p>
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			<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) - Poetry analysis grid: context & motivation, vocabulary and the power of words, techniques and poetic conventions, intentions and impact.</p>	<p>knowledge & skills to embed in long-term memory: Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p>
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