

## Year 7 Curriculum Overview Plan: Subject English

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

<p>Students will be given the opportunity to develop personal and critical opinion.</p> <ul style="list-style-type: none"> <li>- Analyse the language and organisation (structure) of the text using appropriate terminology.</li> <li>- 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</li> </ul>	<p>their writing to improve its coherence and overall impact upon the reader.</p> <ul style="list-style-type: none"> <li>- Understand the importance of paying attention to written accuracy including: grammar, punctuation and spelling.</li> <li>- Sensory description</li> <li>- Colour imagery</li> <li>- Similes &amp; Metaphor</li> <li>- Personification</li> <li>- Pathetic fallacy</li> <li>- Sentence openers</li> <li>- Sentence structure</li> <li>- Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- Engage with political and social issues</li> <li>- Weigh up evidence and distinguish between facts and opinions</li> <li>- Consider different perspectives in order to formulate their own understanding and ideas</li> <li>- Express themselves confidently with reasoned arguments</li> <li>- Consider human rights and the applicability of laws nationally and internationally.</li> <li>- Apply our British Values of mutual respect and tolerance.</li> <li>- Apply our Academy values of Respect, Ambition and Bravery.</li> </ul> <p><b>Links to Prior Learning:</b></p> <ul style="list-style-type: none"> <li>- Use of PEAL for analysis.</li> <li>- Opportunities to improve SPaG through Do it Now activities.</li> </ul> <p><b>Key Assessment Pieces:</b></p> <ul style="list-style-type: none"> <li>- Formal letter writing – Amnesty International.</li> <li>- Open letters</li> </ul> <p><b>Tier 2/3 Vocabulary Vault:</b> adversity, alienation, emancipation, empathy, emancipation, equality, humanity, imagery,</p>	<ul style="list-style-type: none"> <li>- understand the social, cultural and historical context of a text.</li> <li>- recognize the existence of stereotypes, biased or distorted viewpoints and form appropriately sensitive and informed responses that provide balance.</li> <li>- express themselves confidently with reasoned arguments</li> <li>- apply our British Values of mutual respect and tolerance.</li> <li>- apply our Academy values of Respect,</li> </ul>	<p>evoke emotion.</p> <ul style="list-style-type: none"> <li>- evaluate a writer’s choice of rhetorical features in terms of their effectiveness and impact on the audience.</li> <li>- write for impact with appropriate language and use of facts, evidence, ideas and key points to create persuasive and emotional impact.</li> <li>- argue an issue by justifying opinions using relevant supporting information and/or detail.</li> </ul> <p>Pathos Ethos Logos</p>
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<p>The Globe theatre.</p> <p><b>Links to Prior Learning:</b></p> <ul style="list-style-type: none"> <li>- Prior knowledge of the conventions of performance and theatre.</li> <li>- Opportunities to improve SPaG through Do it Now activities.</li> </ul> <p><b>Key Assessment Pieces:</b></p> <ul style="list-style-type: none"> <li>- Character analysis questions using PEAL.</li> <li>- Analysis of themes and motifs using PEAL.</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative structure – DROP, SHIFT, ZOOM</li> </ul> <p><b>Links to Prior Learning:</b></p> <ul style="list-style-type: none"> <li>- KS2 writing strategies including vocabulary, descriptive writing techniques, sentence structure, structural devices.</li> <li>- Opportunities to improve SPaG through Do it Now activities.</li> </ul> <p><b>Key Assessment Pieces:</b></p> <ul style="list-style-type: none"> <li>- Descriptive writing assessment.</li> </ul>	<p>marginalisation, paramount, respect, segregation, symbolism, tolerance.</p> <p><b>Reading Exposure:</b> Class Text – The Bone Sparrow.</p> <p>Non-fiction sources including information from Amnesty International about Rohingya.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <ul style="list-style-type: none"> <li>- Use of retrieval practice in DIN.</li> <li>- Whole class reading, teacher-led expert reading, students reading independently and reading aloud to the class.</li> <li>- Consistent and progressive success criterion.</li> <li>- Consistent use of PEAL for analysis.</li> <li>- Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</li> </ul>	<p>Ambition and Bravery.</p> <p><b>Links to Prior Learning:</b></p> <ul style="list-style-type: none"> <li>- Use of PEAL for analysis.</li> <li>- Revisit poetry knowledge from KS2</li> <li>- Knowledge of poetic devices from KS2</li> <li>- Opportunities to improve SPaG through Do it Now activities.</li> <li>- Use of PEAL for analysis.</li> </ul> <p><b>Key Assessment Pieces:</b> Poetry analysis assessment.</p> <p><b>Tier 2/3 Vocabulary Vault:</b> anecdotal, autobiographical,</p>	<p>Direct Address Anecdote Fact Oracy</p> <p><b>Links to Prior Learning:</b></p> <ul style="list-style-type: none"> <li>- Revisit KS2 non-fiction reading and writing skills</li> <li>- Reading for information, including evidence retrieval from a range of non-fiction sources.</li> <li>- Identifying credible and reliable text sources.</li> <li>- Speaking and listening skills.</li> <li>- Opportunities to improve SPaG through Do it Now activities.</li> <li>- Revisit key poems to inform new</li> </ul>
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			<p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b>          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 &amp; motivation, vocabulary and the power of words, techniques and poetic conventions, intentions and impact.</p>	<p><b>knowledge &amp; skills to embed in long-term memory:</b>          Use of retrieval practice in DIN.          -Consistent and progressive success criterion.          - Writing skills developed.          - Oracy skills.</p>
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