

Year 7 Curriculum Overview [2021-2022]

Subject – English

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Greek Myths (new) and Childhood Experiences Term 1	Clear understanding of a modern novel Choice of the following: Skellig Private Peaceful Boy in the Striped Pyjamas	<ul style="list-style-type: none"> Understanding of writers' methods Social & historical context of the novel [interleaved] Plot of the novel Characters within the novel Key themes through the novel 	<ul style="list-style-type: none"> A3 childhood memories retrieval grid SPaG starters Tier 2 vocabulary spelling lists 	<ul style="list-style-type: none"> 10-minute independent reading Vocabulary choice (including focus on tier 2 vocabulary) SPaG/ Accelerated Reader/ Exciting Writing Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said Plan, draft, edit and proof-read 	Communication – Debate on the different links to the theme of education Research – Fact file on respective authors (dependant on novel studied)	Baseline reading and writing assessments.
	Clear understanding of a pre-1914 text	<ul style="list-style-type: none"> See 'components of the modern novel' In addition: <ul style="list-style-type: none"> Poetic conventions Structural devices 				
	Clear understanding of a post-1914 text	<ul style="list-style-type: none"> See 'components of understanding a pre-1914 text.' In addition: <ul style="list-style-type: none"> Identification of form Experience of seminal world literature e.g. To Kill a Mockingbird by Harper Lee (transferring and embedding reading skills, subject content and breadth and depth) 				
	Clear understanding of a non-fiction text Write imaginatively for pleasure (Imaginative Writing)	<ul style="list-style-type: none"> Read increasingly challenging material independently Identification of purpose, audience and form Summarise the writer's ideas and perspectives Identification of rhetorical devices Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively Draw on their knowledge of literary and rhetorical devices from their reading Listening to enhance the impact of their writing 				

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Spring Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
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Gargoyles and Ghosts Term 2	Clear understanding of a Shakespeare Play (Macbeth- Tragedy)	<ul style="list-style-type: none"> Understanding of playwrights' methods Social & historical context of the Elizabethan Period [interleaved] Plot of the play Characters within the play Key themes through the play 	<ul style="list-style-type: none"> A3 Gargoyles and Ghosts retrieval grid SPaG starters 	<ul style="list-style-type: none"> 10-minute independent reading Vocabulary choice (including focus on tier 2 vocabulary) 	Planning – Create a timeline of the main events in the play Creativity Design either an alternative, modern setting for the play or a series of costumes for the main characters	Writing assessment (persuasive letter)
	Clear understanding of a pre-1914 text	<ul style="list-style-type: none"> See 'components of the modern novel' In addition: <ul style="list-style-type: none"> Poetic conventions Structural devices 	<ul style="list-style-type: none"> Tier 2 vocabulary spelling lists 	<ul style="list-style-type: none"> SPaG/ Accelerated Reader/ Exciting Writing 		
	Clear understanding of a non-fiction text	<ul style="list-style-type: none"> Read increasingly challenging material independently Identification of purpose, audience and form Summarise the writer's ideas and perspectives Identification of rhetorical devices 		<ul style="list-style-type: none"> Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said 		
	Write imaginatively for pleasure (Imaginative Writing)	<ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively Draw on their knowledge of literary and rhetorical devices from their reading Listening to enhance the impact of their writing 		Plan, draft, edit and proof-read		

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Viewpoints and Voices Term 3	Clear understanding of a Modern Play (Millions)	<ul style="list-style-type: none"> Understanding of playwrights' methods Social & historical context of the play [interleaved] Plot of the play Characters within the play Key themes through the play 	<ul style="list-style-type: none"> A3 Choices retrieval grid SPaG starters Tier 2 vocabulary spelling lists 	<ul style="list-style-type: none"> 10-minute independent reading Vocabulary choice (including focus on tier 2 vocabulary) SPaG/ Accelerated Reader/ Exciting Writing Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said Plan, draft, edit and proof-read 	Initiative – What would you do if, like the main character, you discovered a bag filled with money?	Reading and Writing assessment (end of year exams)
	Clear understanding of a pre-1914 text	<ul style="list-style-type: none"> See 'components of the modern novel' In addition: <ul style="list-style-type: none"> Poetic conventions Structural devices 				
	Clear understanding of a post-1914 text	<ul style="list-style-type: none"> See 'components of understanding a pre-1914 text.' In addition: <ul style="list-style-type: none"> Identification of form Experience of seminal world literature e.g. To Kill a Mockingbird by Harper Lee (transferring and embedding reading skills, subject content and breadth and depth) 				
	Clear understanding of a non-fiction text	<ul style="list-style-type: none"> Read increasingly challenging material independently Identification of purpose, audience and form Summarise the writer's ideas and perspectives Identification of rhetorical devices 				

	<p>Write imaginatively for pleasure</p> <p>(Transactional Writing)</p>	<ul style="list-style-type: none">• Consider how their writing reflects the audiences and purposes for which it was intended• Organise material effectively• Draw on their knowledge of literary and rhetorical devices from their reading• Listening to enhance the impact of their writing				
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