

## 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]			
<b>Greek Myths (new)</b>  <b>and</b>  <b>Childhood Experiences</b>  <b>Term 1</b>	Clear understanding of a modern novel  Choice of the following: Skellig Private Peaceful Boy in the Striped Pyjamas	<ul style="list-style-type: none"> <li>Understanding of writers' methods</li> <li>Social &amp; historical context of the novel [interleaved]</li> <li>Plot of the novel</li> <li>Characters within the novel</li> <li>Key themes through the novel</li> </ul>	<ul style="list-style-type: none"> <li>A3 childhood memories retrieval grid</li> <li>SPaG starters</li> <li>Tier 2 vocabulary</li> <li>spelling lists</li> </ul>	<ul style="list-style-type: none"> <li>10-minute independent reading</li> <li>Vocabulary choice (including focus on tier 2 vocabulary)</li> <li>SPaG/ Accelerated Reader/ Exciting Writing</li> <li>Spoken English (oracy) group participate in formal debate and structured discussions, summarising and/or building on what has been said</li> <li>Plan, draft, edit and proof-read</li> </ul>	<b>Communication</b> – Debate on the different links to the theme of education  <b>Research</b> – 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"> <li>See 'components of the modern novel'</li> <li>In addition:                             <ul style="list-style-type: none"> <li>Poetic conventions</li> <li>Structural devices</li> </ul> </li> </ul>				
	Clear understanding of a post-1914 text	<ul style="list-style-type: none"> <li>See 'components of understanding a pre-1914 text.'</li> <li>In addition:                             <ul style="list-style-type: none"> <li>Identification of form</li> <li>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)</li> </ul> </li> </ul>				
	Clear understanding of a non-fiction text  Write imaginatively for pleasure (Imaginative Writing)	<ul style="list-style-type: none"> <li>Read increasingly challenging material independently</li> <li>Identification of purpose, audience and form</li> <li>Summarise the writer's ideas and perspectives</li> <li>Identification of rhetorical devices</li> <li>Consider how their writing reflects the audiences and purposes for which it was intended</li> <li>Organise material effectively</li> <li>Draw on their knowledge of literary and rhetorical devices from their reading</li> <li>Listening to enhance the impact of their writing</li> </ul>				

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

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

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