

## Year 7 Curriculum Overview [2022-2023]

### 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 and Childhood Experiences</b>  <b>Term 1</b>	Clear understanding of a modern novel	<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> <p>Choice of the following: Skellig, Private Peaceful, The Bone Sparrow and The Lion, The Witch and The Wardrobe</p>	<ul style="list-style-type: none"> <li>Common retrieval grids</li> <li>Tier 2 vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary choice (including focus on tier 2 vocabulary)</li> <li>Direct instruction grammar teaching</li> <li>Teacher as the fluent model in the classroom</li> <li>Echo reading, reciprocal reading, reading with empathy</li> <li>Plan, draft, edit and proof-read</li> <li>Discussion opportunities</li> <li>Live literacy feedback-yellow dabber</li> <li>Reading for Pleasure/Exciting Writing</li> </ul>	<p><b>Communication</b> – Debate on the different links to the theme of education</p> <p><b>Research</b> – Fact file on respective authors (dependant on novel studied)</p>	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 (transferring and embedding reading skills, subject content and breadth and depth)</li> </ul> </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 writer's methods</li> </ul>				
	Write imaginatively for pleasure	<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 methods and rhetorical devices from their reading</li> <li>Listening to enhance the impact of their writing</li> </ul>				

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### Subject – English

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>Gothic Fiction and Macbeth</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>Common retrieval grids</li> <li>Tier 2 vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary choices (including focus on tier 2 vocabulary)</li> <li>Direct instruction grammar teaching</li> <li>Teacher as the fluent model in the classroom</li> <li>Echo reading, reciprocal reading, reading with empathy</li> <li>Plan, draft, edit and proof-read</li> <li>Discussion opportunities</li> <li>Live literacy feedback- yellow dabber</li> <li>Reading for Pleasure/Exciting Writing</li> </ul>	<b>Planning</b> Planning, drafting and re-drafting opportunities for extended writing  <b>Creativity</b> Design task linked to the play	Writing assessment
	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 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 or writer's methods</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>				

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### Subject – English

Summer 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>Term 3</b>  <b>Making Choices</b>  <i>Morality and Theatre</i> <i>Poetry and Activism</i>	Clear understanding of a modern play  <i>Millions</i>  by Frank Cottrell Boyce	<ul style="list-style-type: none"> <li>Understanding of writers' 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>Common retrieval grids</li> <li>Tier 2 vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary choice (including focus on tier 2 vocabulary and the 'empathy wheel')</li> <li>Reading for Pleasure/ Exciting Writing</li> <li>Teacher as the fluent model in the classroom</li> <li>Echo reading, reciprocal reading, reading with empathy</li> <li>Plan, draft, edit and proof-read</li> <li>Live literacy feedback- yellow dabber</li> </ul>	<b>Planning</b> Planning, drafting and re-drafting opportunities for extended writing	End of year reading assessment MCQ and extract from Millions
	Clear understanding of modern poetry	<ul style="list-style-type: none"> <li>methods used to convey meaning</li> <li>social/historical context</li> <li>understanding of key ideas and themes</li> </ul>				
	Clear understanding of non-fiction texts	<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 or writer's methods</li> </ul>				