



Year 7 English Curriculum Overview 2021

ADVENT: Injustice and Fear in Narrative Reading and Writing Advent: 03/09- 20/12	LENT: Current Issues in Non-Fiction Reading and Writing Lent: 06/01- 03/04	PENTECOST: Relationships in Shakespeare and modern Play-scripts/ Transcripts Pentecost: 20/04-21/07																																																
<p>Assessed pieces:</p> <p>Reading: Essay question on theme of injustice or fear as applicable to text.</p> <p>Writing: Own opening for gothic narrative. (Exposition to crisis).</p> <p>Speaking and Listening: Review of novel.</p>	<p>Assessed pieces:</p> <p>Reading: AQA KS3 Reading test- pageants. (Pack 1 Paper 2).</p> <p>Writing: Write an article for a magazine in which you persuade readers for or against...</p> <p>Speaking and Listening: Presentation on topic you feel strongly about and group survival presentation.</p>	<p>Assessed pieces:</p> <p>Reading: Extract to whole question on the ways in which relationships are presented.</p> <p>Writing: Own article writing to inform/ explain/ advise about relationships.</p> <p>Speaking and Listening: Performance of play-script/ role-play.</p>																																																
<p>Content: Study a modern class novel and a range of pre 1914 extracts focusing on the presentation of the key theme in a text/ over time. Focus on texts used as a construct and writer’s craft and chronological narrative structures.</p> <p>English Key Concepts: Perspective, Identity, Representation and Creativity.</p> <p>Topic Concepts: Writers focus on different features when writing a story. Each one has a different effect. Consider the effect of each.</p>	<p>Content: Practise a range of reading skills though non-fiction texts (informative, persuasive, argumentative) and extracts of literary non-fiction (descriptive/ explanatory/ autobiographical) to understand writer’s viewpoints and perspectives and then emulate these in own writing.</p> <p>English Key Concepts: Communication, perspective, culture, Transformation.</p> <p>Topic Concepts: Speakers, journalists, critics, reporters, commentators can present factual or sensationalised views depending on their perspective and intent.</p>	<p>Content: Understanding of how dialectic or dialogic texts in the present/ performance can teach/ present a moral message to their audience. Shakespeare’s theme of relationships still relevant today.</p> <p>English Key Concepts: Communication, perspective, culture, representation, identity.</p> <p>Topic Concepts: Writers, speakers or performers can develop relationships through characterisation or personas based on the situation or context.</p>																																																
<table style="width: 100%; text-align: center;"> <tr> <td>Action</td> <td>Setting</td> <td>Atmosphere</td> <td>Feelings</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dialogue</td> <td>Symbols</td> <td>Themes</td> <td>Internal Thoughts</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Themes: a running idea or concept in a text.</p>	Action	Setting	Atmosphere	Feelings					Dialogue	Symbols	Themes	Internal Thoughts					<table style="width: 100%; text-align: center;"> <tr> <td>Viewpoint</td> <td>Factual</td> <td>Intent</td> <td>Reasoning</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Methods</td> <td>Purpose</td> <td>Argument</td> <td>Impact</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Viewpoint	Factual	Intent	Reasoning					Methods	Purpose	Argument	Impact					<table style="width: 100%; text-align: center;"> <tr> <td>Context</td> <td>Characterisation</td> <td>Genre</td> <td>Structure</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spontaneity</td> <td>Concept</td> <td>Link/ Parallel</td> <td>Contrast</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Context	Characterisation	Genre	Structure					Spontaneity	Concept	Link/ Parallel	Contrast				
Action	Setting	Atmosphere	Feelings																																															
Dialogue	Symbols	Themes	Internal Thoughts																																															
Viewpoint	Factual	Intent	Reasoning																																															
Methods	Purpose	Argument	Impact																																															
Context	Characterisation	Genre	Structure																																															
Spontaneity	Concept	Link/ Parallel	Contrast																																															

INTENT: Passion for Language and Literature; Reading for Pleasure; Articulacy and Self-expression; Functional Literacy skills for life; Empower Students with Cultural Awareness and Experience. English is at the Core of all Learning and these skills will be transferred across the Curriculum.



Year 7 English Curriculum Overview 2021

<p>Skills: Reading for meaning. Understanding writer's craft. Tracking a theme. Writing for cohesion. Applying generic conventions. Reviewing/ commenting on a novel.</p>	<p>Knowledge: Narrative conventions. Horror/ Gothic conventions. Narrative devices. Plot and characters. Concepts. Key Terms. Themes. Contextual practices.</p>	<p>Skills: Language skills- study, analysis and comparison of non-fiction texts. Writing for cohesion and purpose- persuasive. How to construct formal writing pieces applying learnt skills.</p>	<p>Knowledge: Purposes, tone, language types. Current issues. Reading skills. Acquisition of new vocabulary. Sentence and punctuation types.</p>	<p>Skills: Reading skills-analysis and thematic development in a text. Understanding how dramatists/ speakers communicate through language and performance.</p>	<p>Knowledge: Elizabethan context. Play-script/ transcript conventions. Shakespearean language/ terms. Context of speech/ language/ tone. Spoken language features. Dramatic devices.</p>
<p>Rationale for Sequencing: Developing knowledge of story-telling and fiction gained from KS2, building on reading for meaning. Topic of familiarity for transition.</p>		<p>Rationale for Sequencing: Builds on study of non-fiction texts at KS2 but more challenging/ mature topics. Enables Students to begin developing their own viewpoints and develop skills in articulating this.</p>		<p>Rationale for Sequencing: Introduction to Shakespeare and Literary heritage; Students nearing end of year so theme more appropriate- introduction to different kinds of r'ships before romantic in Year 9.</p>	
<p>Revisiting: Year 8-Innocence and Adventure in NW. Year 9- Victorian Virtues and Edwardian Perspectives. Years 10 and 11- British Novel for Literature (DJMH, ACC) and Descriptive and Narrative Reading and Writing in Language.</p>		<p>Revisiting: Year 8- Culture and Diversity- World Literature and News Year 9- Victorian Virtues (NF) and Edwardian Perspectives (NF writing) both focus on different viewpoints over time. Years 10 and 11- Language Paper 2 Writers' Viewpoints and Perspectives- Reading and Writing.</p>		<p>Revisiting: Year 8- Macbeth, Culture and Diversity- current issues. Year 9- Victorian Virtues- writing to inform, Romantic R'ships- set poems and key scenes R&J Years 10 and 11- Literature R'ships Poetry, Romeo and Juliet- close study of text.</p>	
<p>SMSC/ Cross curricular links: Injustice, inequality, prejudice, morality, suffering. Numeracy- literary/ historical timeline, roman numerals, theme/ character graphs. RE – morality of a character and different perspectives; PSHE – the motivation of people; H&S- healthcare, consequences of actions; History- witchcraft/ superstition.</p>		<p>SMSC/ Cross curricular links: Value of life, survival, safety, diversity, tolerance and understanding, democracy. Numeracy- statistics to support facts, interpretation of data. Technology- modern developments. Media- sensationalism. Science- scientific developments, RE- Free will/ determinism. Languages- different cultures/ practices, Geography- natural disasters.</p>		<p>SMSC/ Cross curricular links: Relationships, diversity, religion, empathy, societal expectations, British values, social differences. Numeracy- Roman numerals, chronology of scenes, line numbers, transcript recordings. History- The Renaissance, Jacobean, Patriarchal, Elizabethan. Computer Science- different mediums, Drama- performance, soliloquy. Music- atmosphere. RE- Catholicism/ Protestantism/ Puritan. Languages/ Geography- setting of plays.</p>	

INTENT: Passion for Language and Literature; Reading for Pleasure; Articulacy and Self-expression; Functional Literacy skills for life; Empower Students with Cultural Awareness and Experience. English is at the Core of all Learning and these skills will be transferred across the Curriculum.