

English Year 7 Curriculum Overview



Year 7 overview

In Year 7, students begin their journey into Key Stage 3 and the fundamental process is the transition from Primary into Secondary education. In the term, students will develop their reciprocal reading skills and build on their Key Stage 2 knowledge. We begin with their baseline assessments, checking their reading, writing and spelling capabilities. After this, we begin to look at the origins of storytelling. We focus in on the topic of 'Myths and Magic', looking at Greek mythology and some seminal texts such as 'Beowulf' and 'Medusa' and then building towards the 'Myths and Magic' which have been used in literature throughout the ages. We focus in on our local context looking at extracts from the work of Joseph Delaney and also reading about the Pendle Witches. The value of these texts has been highlighted within the National Curriculum for Key Stage 3 and the story-telling elements present the students with an understanding of the basic elements of a story and how these have underpinned narrative writing throughout the ages. This theme promotes an excellent breadth and depth of literary knowledge within our students and allows them to see the progression of story-telling throughout time. Students also begin to develop their analytical skills, considering the rationale behind writer's choices and appreciating the reason behind specific linguistic and grammatical choices being made by writers. Students are also aided in developing their key vocabulary with a clear focus on Tier 2 and Tier 3 words. A love of Shakespeare is for some a love of the English language and that is what the unit in Term 2 seeks to promote. The students get to investigate the villains of Shakespearian literature whilst also looking at infamous extracts and inspirational quotations. The students begin to see behind the challenging text and look at the semantics of the Shakespearian lexicon and the beauty of its figurative language. The central text 'King of Shadows' is one which allows students to travel back in time to a land where Shakespeare roamed and begin to understand the sheer power and influence that Shakespeare has had on every aspect of our lives. In the Summer Term, students begin a thematic focus on 'Justice' based around the novel 'GhostBoys'. This is a powerful text which incorporates essential elements of PSHE and citizenship. The central novel is surrounded by satellite texts which allow students to develop their knowledge within English with a focus on analysis, fiction and non-fiction writing and poetry. Students are also aided in developing their key vocabulary with a clear focus on Tier 2 and Tier 3 words. The theme of 'Justice' also forms the basis for the Spoken Language Presentations that our students deliver as part of their assessment for Term 3.

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Term	Themes/ Topics	Core Knowledge / Skills	Key Assessments
Autumn	Myths and Magic	<ul style="list-style-type: none"> • Core Reading Skill – explicit and implicit • Core Writing Skill – sentence structure • Core Knowledge – Basics of texts <p>Specific Vocabulary – Muse, Hubris, Deity, Omnipotent, Cosmogony, Labyrinth, Pantheon, Polytheism, Chronology, Thesis, Myth, Explicit, Implicit, Appositive, Climax, Exposition, Epic, Context, Epithet, Protagonist, Denouement.</p> <p>Homework –</p> <ul style="list-style-type: none"> • Myths and Magic Project (Weeks 1 to 4) • Myth Creation Project (Weeks 7 to 11) • Reading Homework – one text each half-term. • Students know how to spell 10 new words each week which are taken from the satellite texts. • Students know the meanings of 10 new words each week which are based on the satellite texts. 	<p>Baseline writing and spelling test.</p> <p>Reading level to be assessed through STAR Reading test and NGRT.</p> <p>Pre-learning Assessment</p> <p>DP – sentence structure</p> <p>DP – explicit and implicit</p> <p>DP – basic elements of a story</p> <p>Assessment – sentence structure</p> <p>Assessment – explicit and implicit</p> <p>Assessment – basic elements of a story</p> <p>Post-learning Assessment</p>
Summer	Bringing in the Bard	<ul style="list-style-type: none"> • Core Reading Skill – selecting quotations • Core Writing Skill – paragraphing • Core Knowledge – Shakespeare 1.0 <i>Distinguish between blank verse and prose, understanding conventions of you/thou, understanding how word choice, line length and punctuation can convey meaning, Globe Theatre.</i> 	<p>Pre-learning Assessment</p> <p>DP – selecting quotations</p> <p>DP – paragraphing</p>

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		<p>Specific vocabulary – context, bard, playwright, Shakespearean, metre, iambic, pentameter, soliloquy, villain.</p> <p>Homework –</p> <ul style="list-style-type: none"> • Globe Project • Students will read independently for at least 1 hour each week (AR) • Students know how to spell 10 new words each week which are taken from the central text or satellite texts. • Students know the meanings of 10 new words each week which are based on the central text or satellite texts. • Spoken Language Presentation preparation. 	<p>DP – Shakespeare 1.0 (all elements)</p> <p>Assessment – selecting quotations</p> <p>Assessment – paragraphing</p> <p>Assessment – Shakespeare 1.0 (all elements)</p> <p>Post-learning Assessment</p>
<p>Spring</p>	<p>Justice</p>	<ul style="list-style-type: none"> • Core Reading Skill – making points • Core Writing Skill – Spelling Rules • Core Knowledge – Basics of language (introduction to tenor/vehicle/ground model of metaphor) • Core S & L – planning a presentation (theme focus) <p>Specific vocabulary – racism, justified, court, attorney, challenge, context, description, setting, rhetoric, persuade, convince, prejudice, discrimination, protest, judgment.</p> <p>Homework –</p> <ul style="list-style-type: none"> • Students will read independently for at least 1 hour each week (AR) • Students know how to spell 10 new words each week which are taken from the central text or satellite texts. • Students know the meanings of 10 new words each week which are based on the central text or satellite texts. • EOY Exam Revision • Research and preparation for Spoken Language Presentation. 	<p>Pre-learning Assessment</p> <p>DP – making points</p> <p>DP – Spelling Rules</p> <p>DP – Basics of language</p> <p>EOY Exam</p> <p>Spoken Language Assessment</p> <p>Post-learning Assessment</p>

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Golden Threads & What Makes a Good English Student?

A good English student must be competent with every key aspect of English. We have defined these key aspects as our 'Golden Threads' and these pull through our entire secondary curriculum. Whilst they may not be explicitly mentioned on the overview, we have mapped these across the Schemes of Learning, and we feel that if a student feels confident with these 10 key aspects then they will be a successful English student –

Narration, Description, SPaG, Immersion in Literature, Analysis, Audience, Metaphor, Poetry, Context and (of course) Shakespeare.