

Year 7 Curriculum Overview [2020-2021]

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]			
Childhood Memories 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)	National Baseline Writing Project
	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 				
	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 				

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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]			
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 	<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	Writing assessment (persuasive letter)

	Clear understanding of a pre-1914 text	<ul style="list-style-type: none"> • See ‘components of the modern novel’ <p>In addition:</p> <ul style="list-style-type: none"> • Poetic conventions • Structural devices 	<ul style="list-style-type: none"> • SPaG starters • Tier 2 vocabulary • spelling lists 	<ul style="list-style-type: none"> • 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 <p>Plan, draft, edit and proof-read</p>	<p>Creativity</p> <p>Design either an alternative, modern setting for the play or a series of costumes for the main characters</p>	
	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 				
	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 				

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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]			
Choices 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 	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' <p>In addition:</p> <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: • 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) 		<p>formal debate and structured discussions, summarising and/or building on what has been said</p> <ul style="list-style-type: none"> • Plan, draft, edit and proof-read 		
	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 				
	Write imaginatively for pleasure (Transactional 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 				