

## English Curriculum Overview – Year 7

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p><b>Poetry - Journeys in Relationships</b></p>	<ul style="list-style-type: none"> <li>• Key ideas, themes and perspectives within studied poems</li> <li>• Poetic devices (e.g. <i>imagery, similes, metaphors, personification, symbolism, semantic fields</i>)</li> <li>• Structural techniques (e.g. <i>free verse, stanzas, enjambment</i>)</li> <li>• PEEE paragraph format (<i>Point – Evidence – Explain – Explore</i>) and what each of these terms mean</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting meaning and tone in poems</li> <li>• Evaluating how poetic methods shape these meanings</li> <li>• Selection of the most effective textual support for arguments</li> <li>• Interpreting wording and demands of set questions</li> <li>• Effective annotation skills</li> <li>• Identifying how key themes are revealed through language choices</li> <li>• Identifying intended authorial purpose and/or message</li> <li>• How to structure a successful analytical response using the PEEE paragraph format</li> <li>• How to peer assess partner work using set criteria</li> <li>• How to develop personal opinions with group discussions</li> </ul>	<p>Regular peer and self-assessment of written work</p> <p>End of unit written Reading assessment</p> <p><i>Option for Spoken Language assessment</i></p>	<p>Comprehension tasks as set from student work booklet</p> <p>Challenge extension tasks</p> <p>Independent annotation of poems</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Image prompt based creative writing tasks linked to key ideas within studied poems</p>	<p>Appreciation of different poetic styles and perspectives on the world.</p> <p>Grateful for different writers' contributions to literature.</p> <p>Dignity of God's people – through looking at how writers draw attention to important personal and social issues.</p> <p>Exploration of African praise song tradition and how we can reflect our own cultural diversity within written works</p> <p>Exploration of Greek mythology links to support cultural capital</p> <p>Pupils are taught the importance of English in</p>	<p>Basis for techniques to be explored in further Literature texts</p> <p>Basis for analytical skills to be used in both Literature-based units and Language Paper 1 GCSE Paper</p> <p>Basis for Language Paper 1 Creative Writing component</p>

					<p>everyday life and how useful it is in all careers.</p> <p>Spoken Language tasks encourage pupils to speak out and be able to express their opinions clearly (Interview skills / Public speaking)</p> <p>Analysis of evidence to support arguments (Law)</p>	
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**Autumn Term 2**

<p><b>Modern Prose - 'A Monster Calls'</b></p>	<ul style="list-style-type: none"> <li>Plot, characters, relationships and themes of novel</li> <li>Literary devices frequently used by writer (e.g. similes, metaphors, symbolism, pathetic fallacy, etc.)</li> <li>Structural techniques frequently used by writer (e.g. point of view, dialogue, foreshadowing, etc.)</li> <li>Understanding of success criteria and mark scheme</li> <li>How to plan and structure an exam-style PEEE analytical response</li> <li>How to write for a creative writing task based on a picture linked</li> </ul>	<ul style="list-style-type: none"> <li>Effective extract annotation skills</li> <li>Identifying how key themes are revealed through a writer's specific language choices</li> <li>Evaluating the presentation of characters and how a reader could respond to these characters</li> <li>Evaluation of writer's intended purpose and/or messages</li> <li>Developing personal opinions and responses to text and key themes</li> <li>Writing analytical PEEE paragraphs in response to a set extract</li> <li>Considering how key extracts relate to the wider ideas in a</li> </ul>	<p>Regular peer and self-assessment of written work</p> <p>Creative Writing image-prompt assessment</p> <p>End of unit extract-based written Reading assessment</p>	<p>Independent reading of set chapters</p> <p>Comprehension questions</p> <p>Written reflections on key themes and ideas</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Perspective-based fiction and non-fiction creative writing tasks</p>	<p>Community and Participation (and the common good) / Solidarity – standing up for those who are less fortunate</p> <p>Empathy / united in harmony with those who are affected by illness and grief</p> <p>Stewardship – clear reasons as to why empathy is so important</p> <p>Dignity of God's people – discussion of effects of bullying</p> <p>Peace and Reconciliation – discussion of how relationships can overcome conflict</p>	<p>Links to GCSE Language Paper 1 – Explorations in Creative Reading and Writing</p> <p>Development of skills which support study of set Literature texts</p>
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	to a key idea within the text	<p>novel and how these ideas connect</p> <ul style="list-style-type: none"> <li>Using an author's work as a stimulus for own creative writing, emulating style and methods</li> </ul>		Image prompt based creative writing tasks linked to key ideas within novel	<p>Links to PSHE curriculum, including ESMH, resilience, anti-bullying, etc.</p> <p>Group tasks undertaken to build collaborative skills</p> <p>Study of the work of a set author, using their genre and style as a stimulus for independent creative writing (<i>Writing &amp; Publishing</i>)</p> <p>Take on the role of a teacher and teach the class on specific extracts (<i>Teaching</i>)</p>	
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**Spring Term 1**

<p><b>Shakespeare</b></p> <p><u>Text options:</u> - 'The Tempest' - 'A Midsummer Night's Dream'</p>	<ul style="list-style-type: none"> <li>Plot, characters, relationships and themes of set play</li> <li>Whole text knowledge</li> <li>Literary devices frequently used by Shakespeare (e.g. <i>religious imagery, repetition, imperatives, modal verbs, symbolism, etc.</i>)</li> <li>Structural techniques frequently used by Shakespeare (e.g. <i>iambic pentameter, foreshadowing, etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>How to use the side-notes to support understanding of Shakespeare's language</li> <li>Identifying how key themes are revealed through language choices</li> <li>Identification of Shakespeare's use of devices to present specific ideas about characters and relationships between characters</li> <li>Evaluating presentation of characters and how an audience is meant to respond to these characters</li> <li>Effective annotation skills</li> </ul>	<p>Regular peer and self-assessment of written work</p> <p>Creative Writing image-prompt assessment</p> <p>End of unit extract-based written Reading assessment</p>	<p>Contextual research of Shakespeare's Globe and key aspects of Elizabethan society</p> <p>Comprehension questions</p> <p>Key quotation close analysis tasks</p> <p>Perspective-based creative writing tasks</p>	<p>Dignity of God's people / Peace and Reconciliation – plight of oppressed people (e.g. <i>Caliban, mistreatment of females</i>)</p> <p>Courageous and resilient / Leading others in the pursuit of justice – celebrating those who stand up for justice</p> <p>Dignity and compassion – the impacts of selfish behaviour</p>	<p>Basis for techniques to be explored in further Literature texts, as well as unseen Language texts</p> <p>Links to dramatic techniques explored during study of Modern Drama Texts</p>
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	<ul style="list-style-type: none"> <li>• Dramatic devices used by Shakespeare (<i>e.g. dialogue, monologues, soliloquys, stage directions, asides, etc.</i>)</li> <li>• Relevant historical contexts and relation to key ideas, themes and characters (i.e. Exploration of the New World etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of Shakespeare’s intended purpose and/or message</li> <li>• Developing personal opinions and responses to set texts</li> <li>• Considering how key scenes relate to the wider ideas in a play</li> <li>• Writing analytical PEEE paragraph responses to a set extract</li> <li>• Understanding of role of contextual influences upon a writer’s work and how a contemporary audience would respond</li> </ul>		<p>PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Image prompt based creative writing tasks linked to key ideas within play</p>	<p>Listening and attentive – students challenged to go beyond the explicit and explore the implicit ideas in studied play</p> <p>Research opportunities to develop wider knowledge</p> <p>Trip to Globe Theatre, including tour of theatre, exploration of exhibition and drama workshop led by professional actors</p> <p>Links to History curriculum through the exploration of life in the Elizabethan era</p> <p>Create and design products using persuasive language (<i>PR, Marketing &amp; Advertising</i>)</p> <p>Writing of non-fiction articles using rhetorical devices to shape meaning for a specific audience (<i>Journalism</i>)</p> <p>Directing and performing key scenes (<i>Drama and Theatre</i>)</p>	<p>Links to GCSE Language Paper 1 – Explorations in Creative Reading and Writing</p>
<b>Spring Term 2</b>						
<b>Shakespeare</b>	<i>Continuation of previous unit</i>	<i>Continuation of previous unit</i>		<i>Continuation of previous unit</i>	<i>Continuation of previous unit</i>	<i>Continuation of previous unit</i>

## Summer Term 1

<p><b>19<sup>th</sup> Century Literary Heritage</b> - Language Paper 1 skills</p> <p><i>(including extracts from 'The Little Mermaid', 'The Little Match Girl' and 'Black Beauty')</i></p>	<ul style="list-style-type: none"> <li>How the different questions of Language Paper 1 Reading section are set up</li> <li>Skills assessed in the different questions</li> <li>The specific demands and success criteria of the different questions</li> <li>How to read for meaning in unseen texts</li> <li>Different narrative perspectives and effects</li> <li>Linguistic devices employed by writers (<i>e.g. imagery, word types, sentence structures, punctuation, etc.</i>)</li> <li>The differences between narrative and descriptive writing</li> <li>The role of sensory imagery in descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>Reading unseen texts for meaning</li> <li>Using etymology to understand new vocabulary</li> <li>Information retrieval</li> <li>Identification of writers' use of devices</li> <li>Language analysis</li> <li>Deduction and inference</li> <li>Effective selection of supporting evidence</li> <li>Evaluation of impact of devices</li> <li>Developing personal opinions and responses to set texts</li> <li>Evaluation of intended authorial purpose</li> <li>Understanding the differences between narrative and descriptive writing</li> <li>Using a range of vocabulary, punctuation and sentence structures to create specific effects</li> <li>Developing a range of original examples of imagery</li> <li>Evaluating the success of sample responses / Being able to explain what makes a 'good' piece of creative writing</li> <li>Adhering to set time constraints</li> <li>Completing exam-style assessments under timed conditions</li> </ul>	<p>Regular peer and self-assessment of written work</p> <p>AQA KS3 Language Paper 1 questions 1, 2 and 4 reading assessment</p> <p>End of Year assessment - Language Paper 1 Creative Writing question</p>	<p>Contextual research of life in the 19<sup>th</sup> Century and key social issues of the time</p> <p>Comprehension and retrieval questions</p> <p>Extract annotation</p> <p>PEEE paragraph practice using provided scaffolds / sentence starters</p> <p>Perspective-based creative writing tasks</p> <p>Image prompt based creative writing tasks linked to key ideas within extracts</p>	<p style="color: green;">Appreciation of different writing styles and perspectives on the world</p> <p style="color: green;">Grateful for different writers' contributions to literature</p> <p style="color: green;">The dignity of work – considering how writers draw attention to important personal and social issues</p> <p style="color: green;">Community and Participation (and the common good) / Solidarity – considering what we can do to improve the world around us by becoming more aware of social issues</p> <p style="color: blue;">Wider reading suggestions linked to key themes</p> <p style="color: purple;">Links to History curriculum through the exploration of life in the Victorian era</p> <p style="color: magenta;">Research skills (<i>Editor / Copywriter</i>)</p> <p style="color: magenta;">Analysis of evidence to support arguments (<i>Law</i>)</p>	<p>Development of skills which support study of set Literature texts at GCSE, particularly the 19<sup>th</sup> Century Novel</p>
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					Exploration of social issues and ways to promote change ( <i>Public sector work / Activism, e.g. social work, animal welfare, etc.</i> )	
<b>Summer Term 2</b>						
<b>Modern Drama</b>  <u>Text options:</u> - 'The Odyssey' - 'Anansi' - 'His Dark Materials'	<ul style="list-style-type: none"> <li>Plot, characters, relationships and themes of set play</li> <li>Structural and dramatic techniques frequently used by playwright (e.g. <i>dialogue, stage directions, dramatic irony, Forest of stories vs Slave ship narrative, etc.</i>)</li> <li>Understanding of success criteria and mark scheme</li> <li>How to plan and structure a successful exam-style PEEE analytical response by looking at sample responses as models</li> <li>'Anansi' specific - Definitions of slavery, examples of physical and mental power; relevant historical contexts and relation to key ideas, themes and characters (e.g. <i>Transatlantic slave trade</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how key themes are revealed through language and imagery choices</li> <li>Evaluating presentation of characters and how an audience is meant to respond</li> <li>Evaluation of writer's intended purpose and/or messages</li> <li>Developing personal opinions and responses to set texts</li> <li>Linking appropriate contextual information to selected evidence</li> <li>Considering how individual scenes relate to the wider ideas in a play</li> <li>Writing analytical PEEE paragraph responses to a set extract</li> </ul>	Regular peer and self-assessment of written work  Spoken Language independent oral presentation assessment	Comprehension questions  Key quotation close analysis tasks  PEEE paragraph practice  Non-fiction speech writing task	Solidarity / Community and Participation (and the common good) – standing up for those who are less fortunate  Solidarity - empathy / united in harmony with those who are affected by social injustice  Stewardship – clear reasons as to why social responsibility is so important  'Anansi' and 'The Odyssey' specific – widening student knowledge and understanding of mythology and its role within our understanding of the world  'Anansi' specific – links to History curriculum and teaching of the slave trade  'His Dark Materials' – Reading of key extracts from original prose text to promote wider reading	Further consolidation of understanding of drama texts and the role of drama specific devices in shaping meaning  Opportunity to review same skills used during Shakespeare study  Basis for AQA Spoken Language Endorsement

					Focus on public speaking oration skills and ability to answer questions under pressure ( <i>Interview skills / Public speaking</i> )	
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