



YEAR 7 CURRICULUM SUMMARY



When?	Knowledge	Understanding	Unit Assessment/ Key feedback pieces
Autumn Term	<p>The Novel</p> <ul style="list-style-type: none"> ○ <i>A Monster Calls</i> ○ 1 fortnightly writing workshop lesson <p>Content: Students will gain an understanding of:</p> <ul style="list-style-type: none"> • Genre conventions • Myth, legend and folklore conventions • The structure of a novel • Character development • How writers convey atmosphere through language and structure 	<ul style="list-style-type: none"> • Select and synthesise evidence from texts. • Understanding of how characters are developed. • Identify and interpret explicit and implicit information and ideas. • To be able to write suiting the task: to narrate OR describe. Use literary techniques and structural features to engage a reader. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. • To be able to proofread and edit 	<p>A description of a monster from your imagination</p> <p>Descriptive writing piece from writing workshop lesson</p> <p>Descriptive or writing narrative task (data collection)</p> <p>Write the opening of a story</p> <p>Write 3 paragraphs of a critical response to the character of Conor, comparing his presentation at the beginning and end of the novel.</p>
Spring Term	<p>Introduction to The Bard</p> <ul style="list-style-type: none"> ○ Using extracts from <i>The Tempest</i>; introduction to Shakespeare ○ 1 fortnightly writing workshop lesson <p>Content: Students will gain an understanding of:</p> <ul style="list-style-type: none"> ○ Life in Elizabethan England; the theatre ○ Biographical information ○ Conventions of Shakespeare's plays: tragedy, comedy, history 	<ul style="list-style-type: none"> • Select and synthesise evidence from texts. • Understanding of how characters are developed. • Identify and interpret explicit and implicit information and ideas. • Explain and analyse how writers use language and structure for effect. • Explain the importance of contextual factors: social, historical, political. • To be able to write suiting the task: to narrate OR describe. Use literary 	<p>Students compose a 200-300 word persuasive response to the question: <i>Why is Shakespeare still relevant?</i></p> <p>Write a 200-word description of the storm at the start of the play</p>



	<ul style="list-style-type: none"> ○ An understanding of Shakespeare's language using extracts ○ Role play, adopting the persona of a character <p>Myths & Legends</p> <ul style="list-style-type: none"> ○ Focus on Mythology; reading of a range of myths, legends and folklore tales ○ 1 fortnightly writing workshop lesson <p>Content: Students will gain an understanding of:</p> <ul style="list-style-type: none"> ● The cultural importance of story telling ● How story telling has shaped out understanding of the world. ● How stories evolve over time; the importance of oracy. ● How writers use language and structure to manipulate their readers. 	<p>techniques and structural features to engage a reader.</p> <ul style="list-style-type: none"> ● Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. ● To be able to proofread and edit <ul style="list-style-type: none"> ● Select and synthesise evidence from texts. ● Understanding of how characters are developed. ● Identify and interpret explicit and implicit information and ideas. ● Explain and analyse how writers use language and structure for effect. ● Explain the importance of cultural background to interpreting a text. ● To be able to write suiting the task: to narrate OR describe. Use literary techniques and structural features to engage a reader. ● Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. ● To be able to proofread and edit 	<p>Write 2 PETEZL paragraphs answering the question: How does the writer use language to present Sir Gawain as a brave and chivalrous character?</p> <p>"The writer presents the power of love as destructive and harmful. It causes detrimental effects upon Deer Hunter and White Corn Maiden." Write an evaluative response to this question using quotations to support your points.</p> <p>Unseen language analysis question (data collection)</p>
<p>Summer Term</p>	<p>Poetry from cultures around the World</p> <p>From poets including:</p> <ul style="list-style-type: none"> ✚ Benjamin Zephaniah ✚ Maya Angelou ✚ John Agard ✚ Imtiaz Dhaker 	<ul style="list-style-type: none"> ● Unseen Poetry skills developed ● Knowledge of Literary Heritage ● How poets use language, structure and poetic devices for impact. ● Explain the importance of contextual factors. 	<p>Research the following topics and prepare your findings as a PowerPoint presentation</p> <ul style="list-style-type: none"> ● Toussaint L'Ouverture ● Nanny de maroon ● Shaka (Zulu leader) ● Caribs ● Arawaks ● Mary Seacole



- ✚ Grace Nichols
- ✚ Edward Kamau Brathwaite

Content: Students will gain an understanding of:

- A range of cultural backgrounds
- Exploitation of themes including: race, place, segregation, identity, belonging, family.
- How poets use language, structure, poetic devices to create effects.
- How to create their own poems.

End of Year Assessment Preparation

- Students will recap skills taught throughout the year: information retrieval, language and structural analysis & writing.

Drama: War Horse, the play script

- Students gain an understanding of the play form through their study of 'War Horse'

Content: Students will gain an understanding of:

- The conventions of a play script: stage directions, dialogue, staging/props/lighting/soundscape

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from texts.
- Explain/analyse how writers use language and structure for effect.
- To be able to write suiting the task: to narrate OR describe. Use literary techniques and structural features to engage a reader.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- To be able to proofread and edit.

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from texts.

- Write a persuasive letter to the government that poetry on the national curriculum so represent all cultures around the world

Assessment as per school calendar:
Language and structure analysis
Narrative/descriptive writing task
/60

Create a play script (based on reading from class) with stage directions and instructions for sound



- *How to effectively read and interpret a play script*
- *Write scenes in play script format.*
- *Contextual background of WW1.*
- *How to perform freeze frames; hot seating exercises.*
- *To be able to structure and deliver a speech to an audience.*

Speaking & Listening

- *Students will plan, write and deliver a persuasive speech on an inspirational person.*

- Explain/analyse how writers use language, form and structure for effect.
- To be able to write in the form of a playscript. Use literary techniques and structural features to engage a reader.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- To be able to proofread and edit.

- Use Standard English accurately in formal and informal contexts
- Deliver succinct and engaging speeches and presentations that use varied and ambitious vocabulary
- Express opinions and arguments, taking part in informal and informal debates, while understanding the importance of rhetoric
- Improvise, rehearse and perform poems and textual extracts using dramatic devices for impact

Write a newspaper article about Albert and Joey returning home

Write a speech to be delivered in class on an inspirational figure in your life

