

## 2022-2023 Year 7 Curriculum and Assessment Plan for English

<b>The curriculum and assessment of pupils at this stage of education has been carefully designed to promote strong foundations for all students in year 7, regardless of their starting point, so that they are able to approach English with confidence and enthusiasm.</b> This year is built around developing the fundamental skills that students need to approach new texts, select appropriate textual details, examine the methods used by writers and to be able to produce their own descriptive pieces. By the end of this year, students will have built a repertoire of skills to help them to be independent learners who are critical and reflective in their thinking. We have chosen topics for year 7 that contribute to creating a broad and balanced curriculum, which will give students experience of texts written at a range of different times, with different genres and for a range of different purposes.			
<b>Half Term 1: Evolution of the English language</b>  <b>All pupils will know:</b> <ul style="list-style-type: none"><li>How the language we use to communicate has evolved over time.</li><li>How the English language has been influenced by, and incorporates, other languages</li><li>How stories including 'Beowulf' and 'The Canterbury Tales' reflect the times they were written in and how they have helped to shape modern literature</li></ul> <b>All pupils will be assessed by:</b> Regular knowledge quizzes Producing summaries of how the English language has been affected by a range of factors  <b>Impact- Why do we teach this?</b> This unit provides students with an interesting opportunity for them to reflect upon how they communicate. Students are encouraged to explore the impact each addition to the English language has had on the way we currently communicate.	<b>Subject specific skills being developed:</b> Reading for understanding Summary writing	<b>Half Term 2: Myths &amp; Legends</b>  <b>All pupils will know:</b> <ul style="list-style-type: none"><li>What the differences are between myths and legends</li><li>The key components of stories and the narrative structure</li><li>The messages conveyed through a range of myths and legends</li></ul> <b>All pupils will be assessed:</b> Regular knowledge quizzes Original, creative writing tasks using an image as a stimulus  <b>Impact - Why do we teach this?</b> This unit will enable students to extend their understanding of origin stories. They will explore many stories which hold cultural significance in many of the texts and resources they will encounter throughout their lives including those studied at GCSE. In addition they will develop their own individual writing voice by crafting their own story expositions, focusing on the sophistication of their communication and accuracy of their writing.	<b>Subject specific skills being developed:</b> <ul style="list-style-type: none"><li>Writing with deliberate intent to describe</li><li>Amending writing to improve coherence</li></ul>
	<b>Reading Skills needed for this unit:</b> Identifying explicit ideas Skimming information Summarising key details		<b>Reading Skills needed for this unit:</b> <ul style="list-style-type: none"><li>Reading for meaning</li></ul>
	<b>Key Vocabulary:</b> Borrowing Standardisation Morality tale		<b>Key Vocabulary:</b> Myth Legend Tradition Narrative
	<b>Opportunity for cross-curricular skill development</b> <ul style="list-style-type: none"><li>History</li><li>MFL</li><li>Computer Science</li></ul>		<b>Opportunity for cross-curricular skill development</b> <ul style="list-style-type: none"><li>Art</li><li>History</li><li>MFL</li><li>PSHE</li></ul>
<b>Half Term 3 and 4: Introduction to Shakespeare</b>  <b>All pupils will know:</b> <ul style="list-style-type: none"><li>The cultural and historical significance Shakespeare has played in shaping literature</li><li>The common dramatic and writing techniques found in many of the plays written by Shakespeare</li><li>The conventions associated with the tragedy, history and comedy genres, with specific focus on 'Othell', 'Henry V' and 'A Midsummer Night's Dream'</li></ul> <b>All pupils will be assessed:</b> Regular knowledge quizzes Applying knowledge to unseen texts  <b>Impact – Why do we teach this?</b> This unit provides students with an excellent grounding of Shakespeare's life, his work and the impact that he had upon literature. Students will look at the genres of his work and be able to explore how Shakespeare both adheres to and deviates from classic traditional conventions. As a key component to both GCSE and A-level study this unit will enable students to learn the foundational skills ready for more complex analysis in later years.	<b>Subject specific skills being developed:</b> <ul style="list-style-type: none"><li>Explain/ analyse writers' methods</li><li>Synthesis of explicit and implicit ideas</li></ul>	<b>Half Term 5 &amp; 6: Class Novel 'Northern Lights'</b>  <b>All pupils will know:</b> <ul style="list-style-type: none"><li>How the novella has been structured in order to engage the audience.</li><li>What language methods the writer has used and why</li><li>What themes are evident in the novel and will track them across the text</li></ul> <b>All pupils will be assessed:</b> Regular knowledge quizzes Analytical Writing Descriptive Writing  <b>Impact - Why do we teach this?</b> This topic will bring together every topic we have studied this year with students exploring the techniques, methods and ideas found in a complete text. Students will also get the experience of reading and understanding the writer's methods across a full text, tracking changes and developments within it. This is an important skill for students as they progress throughout both Key Stage 3 and Key Stage 4.	<b>Subject specific skills being developed:</b> <ul style="list-style-type: none"><li>Reading for meaning</li><li>Identify explicit and implicit information</li><li>Close analytical skills including awareness of language and structural devices</li></ul>
	<b>Reading Skills needed for this unit:</b> Reading for understanding		<b>Reading Skills needed for this unit:</b> <ul style="list-style-type: none"><li>Explain/ analyse writers' methods</li><li>Synthesis of explicit and implicit ideas</li></ul>
	<b>Key Vocabulary:</b> Genre; conventions; tragedy, comedy, character, plot		<b>Key Vocabulary:</b> Character, structure, narrative, description, genre,
	<b>Opportunity for cross-curricular skill development</b> <ul style="list-style-type: none"><li>History</li><li>RE</li><li>PSHE</li></ul>		<b>Opportunity for cross-curricular skill development</b> <ul style="list-style-type: none"><li>History</li><li>Drama</li><li>PSHE</li><li>RE</li></ul>
<b>Ensuring this curriculum meets the needs of all pupils:</b> this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge required to analyse texts written by others and to start creating their own pieces. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used. Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.			
<b>Enrichment opportunities:</b> <ul style="list-style-type: none"><li>Theatre Trips to see texts studied or performances which support the themes, ideas and age of the students studying</li><li>Creative Writing Club</li><li>Drama Club</li><li>Poetry Writing Competitions</li></ul>			
<b>Career opportunities/ links:</b> <ul style="list-style-type: none"><li>Journalism, teaching, law, public relations, advertising, translation, marketing, consultancy, business, performing arts, academia, government, linguistics, media, design.</li></ul>			