



**Intent for the Year 7 ENGLISH Curriculum 2020-2021**

‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.’

In light of the unprecedented

COVID19: please note that students in year 7 will begin by being taught in their tutor groups, to allow students time to gain confidence and adjust to life in a new school environment. Regrouping based on ability will take place after Christmas assessments. Our curriculum for the year remains the same as last year; we will be assessing to establish any lost learning that occurred over the period of lockdown, and additional support within the classroom and online, will be put in place to address any potential areas that need further development.

**Intent:** Building from KS2, a love of reading is actively encouraged through homework and age related reading lists. This reading is supported through book reviews and tiered vocabulary to enhance intellectual development of the subject matters they are experiencing and reading about. Students develop a wider and deepening knowledge of differing genres, and begin to understand the impact of historical contexts by being introduced to the historical settings of Dickens and Shakespeare in Year 7. They are encouraged to creatively explore and analyse the fantasy genre, dip into gothic horror in Victorian novels, and relationships in Shakespeare, and yet also explore cross curricular historical experiences of World War One and Victorian and Elizabethan England. Their moral character and empathy is actively engaged, exploring relationships, emotions of loss and love, responsibilities and consequences of actions within this learning. Students explore poetry in a fun and creative way, through shape poetry and analysing poems that speak to their stage in life and the world. Exploring the world around them is evidenced with the media module, where persuasive language and manipulative techniques are evaluated and created. Ultimately, the power of language as a tool is a journey that is begun in Year 7.

Term	Enquiry/Topic/Unit:	Key Outcomes:	Character Education:	Assessment:	Vocabulary:	Home-Learning:
1a	<b>War Horse</b> How does the writer use language to communicate ideas effectively?	Students will have read War Horse, learning new vocabulary and subject terms.	Responsible Curious Respectful Honest Empathetic	<b>Formative assessment:</b> *verbal feedback + stamp *Whole class feedback *Peer/self-assessment	<b>See SoWs/Knowledge Organisers Narrator</b>	Reading and Journal to encourage wider reading and expose students to different types of text,



		Alongside reading and understanding the text, students will use War Horse as a platform for their own writing, using new vocabulary and terms learnt to suit a particular audience and purpose.	Courteous Resilient Confident Reflective	<b>Summative assessment:</b> Creative writing inspired by an image. Marked using KS3 Language mark-scheme <i>Stickers and written feedback leading question</i>		vocabulary and styles of writing.
<b>1b</b>	<b>Harry Potter</b> How can we develop our analytical skills?	Students will have read Harry Potter and will have been introduced to the basics of English Literature: *Understanding the plot, characterisation and setting and understanding how these have been used. *Making inferences and referring to evidence in a text. *Knowing the context for the writing and how that has influenced the text.	Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective	<b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment <b>Summative assessment:</b> How does Rowling use language for effect/ to create tension in the extract?  <i>Marked using KS3 Literature mark-scheme Stickers and written feedback leading question</i>	<b>See SoWs/Knowledge Organisers</b>	Reading and Journal to encourage wider reading and expose students to different types of text, vocabulary and styles of writing.
<b>2a</b>	<b>Media- Dragon's Den</b>  What is media?  How do we use media to communicate effectively with others?	Students will show an understanding of the purpose, audience and form of a text and will: *have learnt how to analyse and evaluate different types of text, including print adverts, radio adverts and television adverts. *Students will use these new skills to produce	Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective	<b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment  <b>Summative assessment:</b> Persuasive speech  <i>Marked using KS3 Language markscheme</i>	<b>See SoWs/Knowledge Organisers</b>	Reading and Journal to encourage wider reading and expose students to different types of text, vocabulary and styles of writing.



		their own advert, which they will then analyse.		<i>Stickers and written feedback leading question</i>		
<b>2b</b>	<p><b>Introduction to Dickens</b> How can we develop our analytical skills?</p> <p>What were Dickens' key messages?</p> <p>How does Dickens present his characters in his fictional works?</p>	<p>Students are introduced to Charles Dickens and will know the social/historical context of his writing and how that has influenced his work. Students then move on to explore the Gothic genre and how this influenced Dickens' writing, making critical comparisons across several of Dickens' novels. Finally, students explore an extract from Oliver Twist, thinking about childhood. They will:</p> <ul style="list-style-type: none"> <li>*Make inferences and refer to evidence in a text.</li> <li>*Know the context for the writing and how that has influenced the text.</li> </ul>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment</p> <p><b>Summative assessment:</b> Analysis of a Dickens extract</p> <p><i>Marked using KS3 Literature mark-scheme Stickers and written feedback leading question</i></p>	<b>See SoWs/Knowledge Organisers</b>	Reading and Journal to encourage wider reading and expose students to different types of text, vocabulary and styles of writing.
<b>3a</b>	<p><b>Introduction to Shakespeare</b> How can we develop our analytical skills?</p>	<p>Students are introduced to Shakespeare and will know the social/historical context of his writing and how</p>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient</p>	<p><b>Formative assessment:</b> *verbal feedback *Whole class feedback *Peer/self-assessment</p> <p><b>Summative assessment:</b></p>	<b>See SoWs/Knowledge Organisers</b>	Reading and Journal to encourage wider reading and expose students to different types of text, vocabulary and styles of writing.



	<p>What were Shakespeare's key messages?</p> <p>How does Shakespeare present his characters in his fictional works?</p>	<p>that has influenced his work. Students then move on to explore the significance of historical ideas, and how that impacted on the themes and character and type of work seen within Shakespeare's work, making critical comparisons across several of Shakespeare's plays. Finally, students explore an extract from A Midsummer night's Dream. They will:</p> <ul style="list-style-type: none"> <li>*Make inferences and refer to evidence in a text.</li> <li>*Know the context for the writing and how that has influenced the text.</li> </ul>	<p>Confident Reflective</p>	<p>Analysis of a Shakespeare extract from Mid-summer Night's Dream</p> <p><i>Marked using KS3 Literature mark-scheme Stickers and written feedback leading question</i></p>		
<p><b>3b</b></p>	<p><b>Creative Writing inspired by Shakespearean character images</b></p> <p>How can I creatively and descriptively respond to an image of a Shakespearean character?</p> <p><b>Poetry to finish year</b></p>	<p>The students will have produced a piece of creative writing, inspired by an image of a Shakespearean character.</p> <ul style="list-style-type: none"> <li>• Use descriptive writing devices</li> <li>• Structure writing for impact</li> </ul>	<p>Responsible Curious Respectful Honest Empathetic Courteous Resilient Confident Reflective</p>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>*verbal feedback</li> <li>*Whole class feedback</li> <li>*Peer/self-assessment</li> </ul> <p><b>Summative assessment:</b></p> <p>Image of sill from film adaptation</p> <p><i>Marked using KS3 Language markscheme Stickers and written feedback leading question</i></p>	<p><b>See SoWs/Knowledge Organisers</b></p>	<p>Reading and Journal to encourage wider reading and expose students to different types of text, vocabulary and styles of writing.</p>



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