

Year 7 Curriculum Implementation Plan (ENGLISH) 2023-24

CHASE TERRACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS3						
Year 7	English					
Skills / Stimulus	Pre 1500 Individual Origin: Myths and Epic Poetry Reading, Analysis, Oracy, Creative Writing Composition		1500-1950 Societal William Shakespeare's Plays Sonnets and Ballads Reading Analysis, Literary Study, Oracy Skills		Post 1950 Global 'Bone Sparrow' alongside Rhetorical Devices and Non-Fiction Writing	
Half-term	Autumn – 1.1 (8 weeks)	Autumn – 1.2 (7 weeks)	Spring – 2.1 (5 weeks)	Spring – 2.2 (5 weeks)	Summer – 3.1 (7 weeks)	Summer – 3.3 (7 weeks)
Scheme of Learning	Week 1 Induction And Intro to Language Analysis Week 2 Oracy Week 3- GL Testing Weeks 4-5 Creative Writing Composition Weeks 5-6 Reading Analysis and Comprehension Week 7-8 Creative Writing Composition	The Odyssey Play Creative Writing Composition.	Extracts from a variety of Shakespearean plays. Exploration of character of Richard III	Study of Sonnets and Ballads Performance Poetry Oracy Skills	Reading of 'Bone Sparrow' written by BAME writer. Articles and Non-Fiction texts. Rhetoric. End of Curriculum Assessment	
Curriculum Content	Screening process. Greek and Creation Myths Story Origins and Story Structure Reading Analysis- What? How? Why? Creative Writing Skills	Using a modern playscript we explore the story of 'The Odyssey' as part of cultural capital. Creative Writing skills further developed. Creative Writing assessment.	We undertake an Introduction to Shakespeare to embed cultural capital and explore our literary heritage through the lens of our most famous playwright.	Using a collection of poems, we explore different forms of poetry and the related content and contexts of these, as well as how poems convey meaning.	Reading of the novel 'Bone Sparrow'. Consideration of issues surrounding human rights. Development of argument and voice in pupils' own writing. Completion of 'Bon	

Curriculum Intent	<p>Pupils will read and explore Greek and Roman myths as well as Creation stories to explore the origins of story telling.</p> <p>Pupils will learn how to analyse language, form and structure in exploring models for their own creative writing. They will learn the: What? How? Why? analytical structure which will be so integral to their ability to analyse throughout their secondary school journey.</p> <p>Pupils will read a playscript of Homer's 'The Odyssey' to explore Epic Poetry using the exemplar ideas and texts to create their own creative writing.</p> <p>As part of their studies, pupils will be introduced to the notion of historical and social context of the ancient world as well as story structures.</p> <p>The intention is to cover Reading, Writing, Speaking and listening and drama tasks interwoven throughout the unit with the final assessment based upon Creative Writing.</p>	<p>Pupils will explore Literature from 1500-1950 looking at extracts from Shakespeare. They will gain a foundation in their knowledge of the experience of Elizabethan theatre and how it compares to today. Pupils will discover Renaissance attitudes towards the supernatural and how Shakespeare explored the human condition. They will be taught the conventions of Shakespearean tragedies and villains moving on then to look at poetry with the conventions of poetic form, focussing on sonnets and ballads.</p> <p>The intention is to develop the pupils' analytical skills through analysis of Shakespeare using the What? How? Why? structure.</p> <p>In the second half of the term, the focus on poetry will look at oracy and performance through performing a poem and the conventions of using speech for performance. The aim is to build confidence, team work and awareness of audience.</p>	<p>This unit will move forward with the idea of the use of story – from Greeks to Shakespeare and now for a moral and political purpose to raise awareness of a cause.</p> <p>The intention is to move from creative writing to non-fiction writing and how you communicate your own voice and views. Pupils will explore context further and how it influences Human Rights; the conventions of opinion writing and writers' intentions whilst studying a range of language and structural features and the stylistics of newspaper articles. Pupils will learn to form an opinion based on a stimulus and justify ideas and arguments with factual detail. The intention is that they will further develop their writing style and skills, considering vocabulary, grammar and structure, for voice, coherence and effectiveness, crafting rhetorical devices for specific effects whilst making connections between the texts they have studied throughout Year 7.</p>
<p>Core Skills</p> <p>KS2 Links</p> <p>KS4 Links</p>	<p>Writing Composition: =Explore linguistic and structural features through writing choices. =Write to match purpose, audience and form considering structure / style PAFS. =Writing to describe /entertain =Explore figurative language using range of vocabulary and sentence structures for clarity and effect. Apply. =Make sure spelling and punctuation is accurate. =Select / amend /manipulate tone for purpose and audience. Reading: = Read, understand and respond to texts.</p>	<p>Literary Studies: =Exploration of extracts from variety of plays. =Exploration of different genres of Shakespearean plays and analysis of generic conventions. =Exploration of character roles: hero / villain. =Exploration of characterisation / character roles / types. =Infer meaning and explain. =Make predictions. =Identify methods and dramatic conventions. =Develop research skills to explore social, historical and cultural context. Reading: =Hone key analytical skills.</p>	<p>Writing Composition: =Understand form, structure, point of view and generic conventions. =Create / Recreative writing? =Creation of atmosphere and mood. =Communicate clearly, effectively and imaginatively. =Organise information and ideas, using structural and grammatical features (tense, person) to make sure writing is clear and logical. =Use a range of vocabulary with flair. =Use sentence structures for clarity, purpose and effect. =Make sure spelling and punctuation is accurate =To summarise</p>

	=Inference of meaning (both implicit and explicit). =Explanation. =Reading comprehension. =Make predictions. =Summarise. =Identify writer's methods. =Evaluate success of writer's craft. Explore narrative structure and trajectory. =Analytical skills =Understand how texts are affected by specific contexts in which they were written (time period, place).		=Identify methods and evaluate their success for the audience. = Analyse the language, form and structure used by a poet to create meanings and effects, using relevant subject terminology. Analyse the language, form and structure used by a poet to create meanings and effects, using relevant subject terminology. +widen exposure to poetic styles / forms. =Understand how texts are affected by specific contexts in which they were written (time period, place). Oracy: to perform in front of an audience			
Formal Application Assessment	Baseline Screening. Reading Comprehension	Creative Writing- Opening to a Mythical Story	Literature Extract= Richard III Analysis	Spoken Language Task= Performance Poetry.	Writing for purpose: Article on Refugees Argument Writing	End of Year 7 Curriculum Assessment
Cross curricular links	PSHE Morals / feud / parental relationships? love?	History Ancient Greece	History Elizabethan/Jacobean England	Drama Performance poetry	PSHE Refugees	Contemporary contextual issues: terrorism, Islam, bereavement, split families and a plethora of issues are tackled. PSHE RE Geography Diversity