

Curriculum Plan

Department/subject: English

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a 'web of knowledge'
- Gaps in knowledge and skills are identified and addressed quickly

Year 7	Autumn 1- Origins	Autumn 2- Narrative Voice
Knowledge to be taught	<ul style="list-style-type: none"> • Narrative structure • Creative writing skills- descriptive and narrative • Conventions of different genres • Narrative and character theories • Stylistic skills • Adapting writing to suit purpose, form and audience 	<ul style="list-style-type: none"> • Narrative structures and techniques and their effect. • Language analysis • Structural analysis • Developing and understanding of context and writers' ideas/intention. • Identifying and analysing the impact on the reader/readers reaction to a text. • Identifying themes within a literary text.
Key words	literary, fiction, non-fiction, hero, villain, protagonist, antagonist exposition, complication, climax, resolution, conclusion stereotype, convention, countertype, genre	narrative, narrative voice, first person, second person, third person, generic conventions, analyse, theme
Links to prior knowledge	<ul style="list-style-type: none"> • Creative and narrative writing skills • Myths, legends and folktales 	<ul style="list-style-type: none"> • Reading skills • Character analysis
How knowledge is assessed	A piece of descriptive writing in any genre/narrative style they choose. 'Either create your own myth, legend or folktale or re-write an existing one'	Analytical essay focussing on the writer's use of language and the effect of this in presenting a key theme/idea. 'How does the writer use language to present [-] in this extract from the novel?'
How gaps will be addressed	<ul style="list-style-type: none"> • Formative marking of narrative writing skills • Planning for assessment piece 	<ul style="list-style-type: none"> • Formative marking of analytical writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills.

	<ul style="list-style-type: none"> Feedback lessons focussing on areas of improvement/missing knowledge/skills. 	<ul style="list-style-type: none"> Planning for assessment piece
Cultural capital lessons	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> Narratives from different cultures including origin myths which encompass some different religions. Narratives from different time periods Exploration of hero/villain stereotypes and what makes someone heroic or villainous. 	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> Exploration of context-different cultures, different time periods and key historical events e.g. Warhorse-WW1 Character analysis to explore empathy and character motivation Analysis of writer's intentions and ideas and how/why these are formed and expressed.

Curriculum Plan

Department/subject:

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a 'web of knowledge'
- Gaps in knowledge and skills are identified and addressed quickly

Year 7	Spring 1- The Pitch	Spring 2- Our World- Poetry	Signpost/notes
Knowledge to be taught	<ul style="list-style-type: none"> • Persuasive writing skills • Oracy skills • Language analysis • Structural analysis • Communication and composition skills for persuasive texts • Crafting tone, style and register to match purpose and audience 	<ul style="list-style-type: none"> • Poetic structures and techniques and their effect. • Language analysis • Structural analysis • Developing and understanding of context and writers' ideas/intention. • Identifying and analysing the impact on the reader/readers reaction to a poem. • Identifying themes within a poem. 	<ul style="list-style-type: none"> • Sequencing • Strategies to embed concepts in long term memory • Careers • SMSC • Mental/physical development • Literacy • Numeracy • Extra-curricular
Links to prior knowledge	<ul style="list-style-type: none"> • Persuasive writing skills- DAFOREST 	<ul style="list-style-type: none"> • Poetry analysis 	
How knowledge is assessed	Plan, structure and write a persuasive speech to be delivered to the class. 'Write a persuasive speech (pitch) selling your product.'	Analytical poem exploring how a theme is presented in a poem. 'How does [the poet] present [-] in the poem [-]?'	
How gaps will be addressed	<ul style="list-style-type: none"> • Formative marking of persuasive writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece 	<ul style="list-style-type: none"> • Formative marking of descriptive writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece 	
Cultural capital lessons	Embedded within the scheme of work.	Embedded within the scheme of work.	

	<ul style="list-style-type: none"> • A range of persuasive texts for different purposes used and analysed. • Discussion of moral issues surrounding persuasive writing/advertising. • Exploration of issues surrounding stereotyping and discrimination. 		
--	---	--	--

Curriculum Plan

Department/subject:

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a 'web of knowledge'
- Gaps in knowledge and skills are identified and addressed quickly

Year 7	Summer 1- 'Across the Barricades' Modern Drama	Summer 2- Exploring Shakespeare	Signpost/notes
Knowledge to be taught	<ul style="list-style-type: none"> • Narrative structures and techniques used in drama and their effect. • The features and conventions of a drama text • Developing and understanding of context and its impact on the writers' ideas/intention. • Language analysis • Structural analysis • Identifying and analysing the impact on the audiences' reaction to a text. 	<ul style="list-style-type: none"> • Developing and understanding of context and its impact on the writers' ideas/intention. • Narrative structures and techniques used in drama and their effect. • Identifying and analysing the impact on the audiences' reaction to a text. • Identifying themes within a literary text. • Crafting tone, style and register to match purpose and audience 	<ul style="list-style-type: none"> • Sequencing • Strategies to embed concepts in long term memory • Careers • SMSC • Mental/physical development • Literacy • Numeracy • Extra-curricular
Links to prior knowledge	<ul style="list-style-type: none"> • Drama skills and texts studied 	<ul style="list-style-type: none"> • Previous work looking at Shakespeare • Drama skills 	

How knowledge is assessed	Analytical essay exploring how a theme/character/ motif is presented in the play. <i>How does the writer present [-] in the play?</i>	Discursive article <i>Write an article (as a group) arguing why it is important that students still study Shakespeare in school today.</i>	
How gaps will be addressed	<ul style="list-style-type: none"> • Formative marking of descriptive writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece 	<ul style="list-style-type: none"> • Formative marking of descriptive writing skills • Feedback lessons focussing on areas of improvement/missing knowledge/skills. • Planning for assessment piece 	
Cultural capital lessons	<ul style="list-style-type: none"> • Develop understanding of significant recent and on-going events- Knowledge of 'The Troubles' • Empathy- living through a war 	<ul style="list-style-type: none"> • The importance of the literary cannon • Cultural history- Life in Elizabethan England 	