

Subject Curriculum Overview for Academic Year 2022/2023

Subject: English		Subject Leader: Julia Haynes	Year Group: 7	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>SETTING</p> <p>Students know the methods a writer uses to create a setting.</p> <p>Whole text: 'Island at the End of Everything' by Kiran Millwood Hargrave</p>	<ul style="list-style-type: none"> identify, explore and create settings using COMPASS (colour and contrast, onomatopoeia, metaphor, pathetic fallacy and personification, alliteration, senses, sentences and simile) read actively using G.A.S.E. (gist, a closer look, summarise, elaborate) to read with fluency understand what a setting is and how it fits time and place understand how tone and mood are created know what perspective is know what audience is be able to identify and explain symbolism be able to identify word classes: adjectives, verbs, nouns, articles to support ideas with quotes to know the structure of a story: beginning, middle and end know how to set out a letter correctly to discuss ideas in pairs using questions to know and use the correct tense how to use ; : identify and use sentence fragments and phrases 		<p>Setting</p> <p>Colour</p> <p>Contrast</p> <p>Onomatopoeia</p> <p>Metaphor</p> <p>Pathetic Fallacy</p> <p>Personification</p> <p>Adjectives</p> <p>Alliteration</p> <p>Simile</p> <p>Senses</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: Descriptions with mood and atmosphere Senses writing Story opening Letter</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: discussion to articulate learning Reading fluency</p>

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Topic	Key Learning Points		Key Vocabulary	Assessments
CHARACTER Students know the methods a writer uses to create character Whole text: 'Romeo and Juliet' by William Shakespeare	<ul style="list-style-type: none"> • know what characterisation is and why a character is created in a certain way • use S.T.E.A.L. to explain and create characterisation (speech, thoughts, effects on others, action, looks) • understand the role and significance of the characters in 'Romeo and Juliet' • understanding the role of women in Elizabethan times and the patriarchal society • understand the use of voice to create character • Using well-chosen adjectives to describe character • know how to create topic sentences using adjectives to structure an argument • know how to use analytical verbs • be able to select evidence to support points and linking in context • how to create simple, compound and complex sentences • accurate use of speech punctuation • know the impact of dramatic devices: Exits, entrances, asides, stage directions • identify and explain iambic pentameter and its impact • identifying and creating the sonnet form • understanding the structure of the play: Acts and scenes and climax 		Character Protagonist Antagonist Shakespeare Play Audience Monologue Soliloquy Imagery Stage directions Exits Entrances Foreshadowing Rhyme Rhythm Iambic pentameter	Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'. Summative assessment based on curriculum knowledge. Extended writing: Letter Story with character Poetry writing Monologue Memoir Reading: vocabulary, comprehension, inference and analysis. Oracy: practice and performance of monologue and script focusing on voice.

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<p>Stepping Outside the Text – Writers and Contexts</p> <p>To know that a writer creates a message through setting, context and character</p> <p>Whole text: poetry anthology</p>	<ul style="list-style-type: none"> Understand Child labour, poverty and workhouses in Victorian Britain Understand Dickens' view of ragged schools Explore how Dickens uses language devices eg hyperbole, adjectives and contrast to express his views Explore characterisation in 'Oliver Twist' and 'Smith' by L. Garfield Explore the Victorian setting Explore a writer's techniques to make us feel sympathy for a character Know how to create a 5-part story Know how to pause, pace and perform a speech Know how to adapt writing to form: speech and article Know how to select and embed quotation Know how to write topic sentences and structure paragraphs Know how to write an introduction and conclusion Know how the shape of the poem creates meaning Know how to use poetic devices creatively Know how to use range of punctuation for impact 		<p>Poverty</p> <p>Criticise</p> <p>Evoke</p> <p>Society</p> <p>Class</p> <p>Social context</p> <p>Victorian</p> <p>Education</p> <p>Pathos</p> <p>Hyperbole</p> <p>Pathos</p> <p>Stanza</p> <p>Sibilance</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge.</p> <p>Extended writing: transactional (speech and article), poetry and narrative</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: speech focusing on audience and purpose: pause, pace and performance.</p>

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How parents can support learning in the subject this academic year

Support independent reading by listening to and monitoring weekly reading homework.
 Visit the library and discuss reading in order to encourage personal choice.
 Revising and practising the weekly spellings.
 Practise using the vocabulary in a sentence.
 Watch adaptations of the texts we have covered at home.
 Test the key learning points and quiz what C.O.M.P.A.S.S. and S.T.E.A.L. stand for.
 C.O.M.P.A.S.S: colour and contrast; onomatopoeia, metaphor, personification, pathetic fallacy, alliteration, adjectives, similes, sentences, senses (used to create setting)
 S.T.E.A.L: speech, thoughts, effects on others, actions. Looks (all devices a writer uses to create character)
 G.A.S.E: gist, a closer look, summary, elaboration (the JMHS reading strategy)

Recommended Reading

The Explorer by Katherine Rundell
Treasure Island by Robert Louis Stevenson
Lord of the Flies by William Golding
The Hound of the Baskervilles by Arthur Conan Doyle
Girl. Boy. Sea by Chris Vick
Lark by Anthony McGowan
Storm Wake by Lucy Christopher
The Quiet at the End of the World by Lauren James
To the Edge of the World by Julia Green

Nowhere on Earth by Nick Lake
Lampie by Annet Schaap
Boy by Roald Dahl
Harry Potter series by J.K Rowling
The Hobbit by JRR Tolkien
The Great Gilly Hopkins by Katherine Patterson
Kick by Mitch Johnson
The Goldfish Boy by Lis Thompson
Some places more than others by Renee Watson
The Tempest by Shakespeare

The Ruby in the Smoke by Phillip Pullman
The Water Babies by Charles Kingsley
Cogheart by Peter Bunzl
Oliver Twist by Charles Dickens
David Copperfield by Charles Dickens
Great Expectations by Charles Dickens
Roof Toppers by Katherine Rundell
The Supreme Lie by Geraldine McCaughrean
The 57 Bus by Dashka Slater

Points to note

Year 7 need to have a reading book in their bag at all times and they should read each day.
 Year 7 go on a trip to The Black Country Museum in the Summer Term to consolidate their understanding of Victorian society.
 We will seek to give students the opportunity to see plays and texts in action at the theatre.
 Students will be involved in poet and author visits throughout the year.