

Subject Curriculum Overview by Terms

Subject: English		Subject Leader: Julia Haynes	Year Group: 7	AUTUMN TERM							
Topic	Key Learning Points		Key Vocabulary	Assessments							
<p>SETTING</p> <p>Whole text: 'Island at the End of Everything' by Kiran Millwood Hargrave</p>	<p>End point: Know how a writer creates a setting with atmosphere, using contrast, personification and senses.</p> <table border="1" style="width: 100%;"> <tr> <td> <p>Story Know how setting creates atmosphere Know C.O.M.P.A.S.S. (colour and contrast, onomatopoeia, metaphor, pathetic fallacy, personification, alliteration, senses, simile)</p> </td> </tr> <tr> <td> <p>Argument Know how to support ideas with evidence Use C.O.M.P.A.S.S. as an analytical tool</p> </td> </tr> <tr> <td> <p>S & L Read with fluency Paired discussion of ideas</p> </td> </tr> <tr> <td> <p>Grammar Know word classes Use full stops, dash, semi-colon Simile and adverbial sentence openers</p> </td> </tr> <tr> <td> <p>Context Understand setting in time and place</p> </td> </tr> <tr> <td> <p>Structure/ Organisation Know impact of chapters: beginnings, middle, end</p> </td> </tr> <tr> <td> <p>Literary C.O.M.P.A.S.S.</p> </td> </tr> </table>		<p>Story Know how setting creates atmosphere Know C.O.M.P.A.S.S. (colour and contrast, onomatopoeia, metaphor, pathetic fallacy, personification, alliteration, senses, simile)</p>	<p>Argument Know how to support ideas with evidence Use C.O.M.P.A.S.S. as an analytical tool</p>	<p>S & L Read with fluency Paired discussion of ideas</p>	<p>Grammar Know word classes Use full stops, dash, semi-colon Simile and adverbial sentence openers</p>	<p>Context Understand setting in time and place</p>	<p>Structure/ Organisation Know impact of chapters: beginnings, middle, end</p>	<p>Literary C.O.M.P.A.S.S.</p>	<p>Setting Colour Contrast Onomatopoeia Metaphor Pathetic Fallacy Personification Adjectives Alliteration Simile 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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<p>CHARACTER</p> <p>Whole text: 'Romeo and Juliet' By William Shakespeare</p>	<p style="color: red;">End point: Know how a writer constructs a character, using speech, thoughts and actions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"> <p>Story Know characterisation Know S.T.E.A.L. (speech, thoughts, effects on others, actions, looks)</p> </td> </tr> <tr> <td style="padding: 2px;"> <p>Argument Use S.T.E.A.L. as an analytical tool Know how to use topic sentences with adjectives Know how to use analytical verbs eg highlights, portrays, implies</p> </td> </tr> <tr> <td style="padding: 2px;"> <p>S & L Read with fluency Create and deliver a monologue focusing on voice</p> </td> </tr> <tr> <td style="padding: 2px;"> <p>Grammar Know how to accurately use: apostrophe, speech punctuation, listing and bracketed commas Know how to use adjective and -ing sentence starters Know the difference between and how to use simple, complex and compound sentences</p> </td> </tr> <tr> <td style="padding: 2px;"> <p>Context Know the role of women in 1600s Know the patriarchy in 1600s</p> </td> </tr> <tr> <td style="padding: 2px;"> <p>Structure/ Organisation Know the form of a sonnet Know the impact of Acts, scenes and where the climax is</p> </td> </tr> <tr> <td style="padding: 2px;"> <p>Literary Know S.T.E.A.L. Know iambic pentameter and its impact Know imagery and its meaning</p> </td> </tr> </table>		<p>Story Know characterisation Know S.T.E.A.L. (speech, thoughts, effects on others, actions, looks)</p>	<p>Argument Use S.T.E.A.L. as an analytical tool Know how to use topic sentences with adjectives Know how to use analytical verbs eg highlights, portrays, implies</p>	<p>S & L Read with fluency Create and deliver a monologue focusing on voice</p>	<p>Grammar Know how to accurately use: apostrophe, speech punctuation, listing and bracketed commas Know how to use adjective and -ing sentence starters Know the difference between and how to use simple, complex and compound sentences</p>	<p>Context Know the role of women in 1600s Know the patriarchy in 1600s</p>	<p>Structure/ Organisation Know the form of a sonnet Know the impact of Acts, scenes and where the climax is</p>	<p>Literary Know S.T.E.A.L. Know iambic pentameter and its impact Know imagery and its meaning</p>	<p>Characterisation protagonist antagonist Shakespeare soliloquy sonnet climax imagery act scene</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: Letter Story with character Poetry writing Monologue Memoir</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: practice and performance of monologue and script focusing on voice.</p>
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<p>Innocence v experience</p> <p>Whole text: 'Oliver Twist' by Charles Dickens and a poetry anthology: Blake</p>	<p>End point: Know how context adds meaning to a text, using knowledge of Victorian hardship to understand character, setting and message.</p> <table border="1"> <tr> <td> <p>Story Know how sympathy is created Know 5-part story structure (big picture, zoom/flashback, one liner, climax and contrast, cycle)</p> </td> </tr> <tr> <td> <p>Argument To how to embed quotes Know how to use topic sentences to further argument Know how to be tentative when analysing: perhaps, it could be said</p> </td> </tr> <tr> <td> <p>S & L Performance of speech: pause and pace</p> </td> </tr> <tr> <td> <p>Grammar Know how to accurately use: colon and a range of punctuation Know how to use a Tri-colon starter eg Forlorn, lost and lonely: the boy sat on the deck. Know how to use paragraphs and topic sentences to link.</p> </td> </tr> <tr> <td> <p>Context Know what Victorian times was like eg divide between rich and poor Know the impact of fog and industrialisation Know Dickens as a writer- his influences and preoccupations Know the hardship that children endured</p> </td> </tr> <tr> <td> <p>Structure/ Organisation Know how to comment on the impact of poetry shape Know the impact of plot line and action</p> </td> </tr> <tr> <td> <p>Literary Know how to identify and explain impact of sibilance rhyme rhythm</p> </td> </tr> </table>		<p>Story Know how sympathy is created Know 5-part story structure (big picture, zoom/flashback, one liner, climax and contrast, cycle)</p>	<p>Argument To how to embed quotes Know how to use topic sentences to further argument Know how to be tentative when analysing: perhaps, it could be said</p>	<p>S & L Performance of speech: pause and pace</p>	<p>Grammar Know how to accurately use: colon and a range of punctuation Know how to use a Tri-colon starter eg Forlorn, lost and lonely: the boy sat on the deck. Know how to use paragraphs and topic sentences to link.</p>	<p>Context Know what Victorian times was like eg divide between rich and poor Know the impact of fog and industrialisation Know Dickens as a writer- his influences and preoccupations Know the hardship that children endured</p>	<p>Structure/ Organisation Know how to comment on the impact of poetry shape Know the impact of plot line and action</p>	<p>Literary Know how to identify and explain impact of sibilance rhyme rhythm</p>	<p>Hyperbole Rhyme Stanza Sibilance Poverty Sympathy Victorian Innocence Experience</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

<p><i>The Explorer</i> by Katherine Rundell <i>Treasure Island</i> by Robert Louis Stevenson <i>Lord of the Flies</i> by William Golding <i>The Hound of the Baskervilles</i> by Arthur Conan Doyle <i>Girl. Boy. Sea</i> by Chris Vick <i>Lark</i> by Anthony McGowan <i>Storm Wake</i> by Lucy Christopher <i>The Quiet at the End of the World</i> by Lauren James <i>To the Edge of the World</i> by Julia Green</p>	<p><i>Nowhere on Earth</i> by Nick Lake <i>Lampie</i> by Annet Schaap <i>Boy</i> by Roald Dahl <i>Harry Potter</i> series by J.K Rowling <i>The Hobbit</i> by JRR Tolkein <i>The Great Gilly Hopkins</i> by Katherine Patterson <i>Kick</i> by Mitch Johnson <i>The Goldfish Boy</i> by Lis Thompson <i>Some places more than others</i> by Renee Watson <i>The Tempest</i> by Shakespeare</p>	<p><i>The Ruby in the Smoke</i> by Phillip Pullman <i>The Water Babies</i> by Charles Kingsley <i>Cogheart</i> by Peter Bunzl <i>Oliver Twist</i> by Charles Dickens <i>David Copperfield</i> by Charles Dickens <i>Great Expectations</i> by Charles Dickens <i>Roof Toppers</i> by Katherine Rundell <i>The Supreme Lie</i> by Geraldine McCaughrean <i>The 57 Bus</i> by Dashka Slater</p>
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Points to note

Year 7 need to have a reading book in their bag at all times and they should read each day.
 Students conduct a 200-word challenge write every fortnight to hone creative writing, editing and planning knowledge.
 We will seek to give students the opportunity to see plays and texts in action at the theatre.
 Students will experience Victorian life on a trip in the summer term.
 Students will be involved in poet and author visits throughout the year.