

What are the aims and intentions of this curriculum?

The aim of our Year 7 Curriculum is to engender a love for reading and writing. As such, we engross our students in a range of renowned classic, contemporary literary and non-literary texts. Students are supported on their journey to answer why writers produce the texts they do and how they achieve their purposes, whilst giving them opportunities to build upon and develop their own writing craft.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Poetry from different cultures (Literature: Poetry)	<ul style="list-style-type: none"> Students to understand concepts of transcendentalism, The sublime, discrimination Students to discover the techniques of enjambment, extended metaphor, tone, use of sounds (alliteration, assonance, sibilance), imagery, similes Introduction to various forms of poetry including lyric, monologue, narrative, ballad and free verse Explore poetic elements such as title, persona, narrative perspective, rhyme and figurative language. Examine the poets' use of language and structural techniques to create meanings; establish tone and mood and explore themes. Identify and comment of various images and experiences conveyed by the poet. Establish and evaluate poet's aims/message. <p>PSHE – Different cultures and traditions, Relationships Careers – Writers, Poets, Journalists, Biographers</p>	<ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical Thinking-making judgement influenced by own opinion of studied poem ✓ Speaking & Listening ✓ Researching ✓ Assessing the impact of language, form/genre, structure and context of a poem and how they influence meaning ✓ Selecting judicious evidence from text to support opinions ✓ Assess how ideas/message from studied poem link to modern society 	<p>Written assessment examining two of the studied poems.</p> <p>In line with the AQA literature skills assessment objectives 1, 2, 3 and 4</p>
Autumn 2	<i>A Midsummer Night's Dream</i> (Literature: Shakespeare)	<ul style="list-style-type: none"> Emphasis on the conventions of Shakespearean comedy - use of humour, malapropisms, chorus and happy endings; themes of love, marriage, mistaken identity and family relationships. Establish and analyse techniques used by Shakespeare in exploring character and themes. Determine Shakespeare's message/aims in presenting themes/characters 	<ul style="list-style-type: none"> ✓ Writing with confidence ✓ Reading with understanding ✓ Critical Thinking-making judgement influenced by own opinion of studied text ✓ Speaking & Listening ✓ Researching 	<p>Written assessment will focus on an extract from the text and students will be asked to either examine a character or a specific theme using the extract</p>

		<ul style="list-style-type: none">• Make contextual links to life in Elizabethan England: the role and perception of women within a patriarchal society; the institute of marriage; perceptions and beliefs of the supernatural/magic.• Essay writing – demonstrate how to write cohesively and critically• Students to discover human and cultural concepts of Elizabethan theatre, Theme of Fantasy, Comedy, Rule of Law, Role of Women, Character relationships• Role reversal, morality, sympathy, malapropism, oxymoron, inference, connotations, soliloquy <p>PSHE – Families, Marriage, Consent, Relationships</p> <p>Careers – Directors, Actors/Actresses, Playwrights, Stage manager</p>	<ul style="list-style-type: none">✓ Exploring the importance of language, form/genre, structure and context of a text and how they influence meaning✓ Selecting ambitious quotes from text to support opinion✓ Assess how ideas/message from studied text link to modern society	<p>with reference to the wider play.</p> <p>In line with the AQA literature skills assessment objectives 1, 2, 3 and 4.</p>		
Spring 1	<p>Reading and Writing about Non-Fiction</p> <p>(Language: Non-Fiction)</p>	<p>Reading about Non-fiction:</p> <ul style="list-style-type: none">• Highlight the differences between fiction and non-fiction writing.• Pinpoint target audience and purpose of articles.• Identify and explore techniques used in non-fiction writing: emotive language, direct address, authorial appeal and statistical data, as well as a variety of figurative devices (simile, metaphors, personification, etc.) <p>Writing about Non-fiction:</p> <table border="1"><tr><td><p>Forms of writing:</p><p><i>To Advise</i></p><p><i>To inform (Expository)</i></p></td><td><p>Modes of Writing</p><p><i>Blogs</i></p><p><i>Pamphlets/Leaflets</i></p><p><i>letters</i></p></td></tr></table> <ul style="list-style-type: none">• Outline the structure of various forms of non-fiction writing including heading and sub-headings; greeting audience; attention grabbing openings; anecdotal references; letter formats.• Create a variety of non-fiction writing, utilising appropriate structures and techniques.	<p>Forms of writing:</p> <p><i>To Advise</i></p> <p><i>To inform (Expository)</i></p>	<p>Modes of Writing</p> <p><i>Blogs</i></p> <p><i>Pamphlets/Leaflets</i></p> <p><i>letters</i></p>	<ul style="list-style-type: none">✓ Reading with accuracy and comprehension✓ Writing confidently and coherently✓ Speaking✓ Critical thinking✓ Activities where students retrieve information for section of a text using implied and explicit decoding skills.✓ Summary writing✓ Evaluation ideas and perspectives✓ Comparing ideas across centuries	<p>Written assessment using literary Non-Fiction extracts. Students will examine the role of language, summarizing similar or different viewpoints of writers, comparing writers’ ideas and viewpoints in shaping meaning.</p> <p>Spoken language assessment – individual based.</p>
<p>Forms of writing:</p> <p><i>To Advise</i></p> <p><i>To inform (Expository)</i></p>	<p>Modes of Writing</p> <p><i>Blogs</i></p> <p><i>Pamphlets/Leaflets</i></p> <p><i>letters</i></p>					
Spring 2	<p><i>The Silver Sword</i></p> <p>(Literature: Prose)</p>	<p>Modern Prose:</p> <ul style="list-style-type: none">• All aspects of literature including development of setting, character, plot and themes and the writer’s use of language and structural techniques to develop each element.	<ul style="list-style-type: none">✓ Writing with confidence✓ Reading with understanding	<p>Written assessment either examining how the writer either portrays a</p>		

		<ul style="list-style-type: none"> Discuss the context of the text: German invasion of Poland; events and impact of World War One; the family as a unit. Establish and examine life lessons conveyed by the author through the characters and series of events. Compare and contrast characters and how they interact with other characters and situations. <p>Students will come across key terms like:</p> <ul style="list-style-type: none"> <i>Holocaust, Regime, Oppression, Zakyna, Nazi, Storm Troops, The Third Reich, Invasion, Dispirited, Discrimination, Prejudice, Tarpaulin, Ammunition, Polish Council, Warsaw, Hitler, Piston, Devastation, Morality, Concentration camps, Pathetic fallacy, Benevolence, Symbolism, Personification, Dictator, Autocracy</i> Examine key themes and make connection to wider society- Freedom, Hope, Family, Psychological effects of war, Benevolence of Man, New Beginnings <p>PSHE – Families, Post-war society, Prejudice, Oppression Careers: Historian, Children’s novelist, Biographer, Researcher</p>	<ul style="list-style-type: none"> ✓ Critical Thinking-making judgement influenced by own opinion of studied text ✓ Speaking & Listening ✓ Researching ✓ Exploring the importance of language, form/genre, structure and context of a text and how they influence meaning ✓ Selecting ambitious quotes from text to support opinion ✓ Assess how ideas/message from studied text link to modern society 	<p>character or a specific theme in the text. (Students will not take text into assessment).</p>
Summer 1	<p>Reading and Writing about Fiction</p> <p>(Language: Fiction)</p>	<p>Reading about Fiction:</p> <ul style="list-style-type: none"> Identify explicit and implied information; respond to comprehension questions at literal and inferential level. Summarise main ideas of a given extract. Examine how writers establish setting, develop characters and sequence events in the extracts. Look at how writers use literary and language devices to create and establish meaning: metaphors, similes, personification; alliteration, potent verbs, adjective and adverbs etc. Explore structural techniques used to appeal to readers: description of character and setting; flashback; flash forward; shift in focus; en medias res. Make inferences based on implicit and explicit information given. <p><i>Descriptive Writing</i></p> <ul style="list-style-type: none"> Utilise descriptive writing techniques to create aural, tactile, gustatory, olfactory and visual imagery. 	<ul style="list-style-type: none"> ✓ Reading for understanding ✓ Listening and speaking ✓ Writing clearly with confidence ✓ Activities where students retrieve information for section of a text. ✓ Structural analysis (whole extract) ✓ Evaluation opinion ✓ Using picture stimulus to write a description ✓ Using a statement as a story prompt. 	<p>Written assessment using literary extract. Students will examine the role of language and structure in shaping meaning. Also, they will be given a picture or a story prompt to write a creative piece.</p> <p>In line with AQA language skills assessment objectives 1, 2, 3, 5 and 6.</p> <p>Spoken language</p>

		<ul style="list-style-type: none"> Write a variety of descriptions on people, place and events. <p>PSHE – A range of ethical and society related issues</p> <p>Careers – Writers, Journalists, Literary critics</p>		assessment – individual based.
Summer 2	<i>The Valley of Fear</i> (Literature: Play Text)	<ul style="list-style-type: none"> Students to consider: Symbols, Allegory and Motifs, Metaphors and Simile, Irony, Imagery, The Molly Maguires, Literary Elements, Related Links, Essay Questions Contextual activities based on 1914-15 society, ideas and aims. Read the play text whilst identifying the use of writer's methods Understand the narrative of Arthur Conon Doyle and significant turning points within the narrative (largely based on Irish issues. Analyse the construction of the text in presenting the writer's aims and idea within context. <p>PSHE – Families, Relationships, Crime, Victorian England</p> <p>Careers – Criminologists, Short Story Writers, Journalist</p>	<ul style="list-style-type: none"> ✓ How to approach reading a modern play. ✓ Develop understanding of relationships and influences of social contexts in the time a piece was written. ✓ Encourage and maintain a critical style and develop personal responses informed by the text. ✓ Writing with confidence ✓ Reading with understanding ✓ Critical Thinking-making judgement influenced by own opinion of studied text ✓ Speaking & Listening ✓ Researching ✓ Exploring the importance of language, form/genre, structure and context of a text and how they influence meaning ✓ Selecting ambitious quotes from text to support opinion ✓ Assess how ideas/message from studied text link to modern society 	<p>Written assessment based on a theme or specific character in the play.</p> <p>In line with the AQA literature skills assessment objectives 1, 2, 3 and 4</p> <p>Spoken language assessment – group based.</p>