

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	<p><i>The Evolution of Language</i></p> <p><i>Beowulf and The Canterbury Tales</i></p>	<ul style="list-style-type: none"> ✓ A reading and spoken language unit that looks at how our language came to be. The students will study a range of texts from Beowulf to Canterbury tales. ✓ Adds critical and creative depth to the language knowledge students bring from KS2 ✓ Develops pupils' understanding of how language developed over time through the literary canon. ✓ Develops pupils' understanding of how language works ✓ Draws on real-life examples of language in use in literature and the wider world. 	<ul style="list-style-type: none"> ✓ Making inferences and referring to evidence in the text ✓ Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. ✓ Studying setting, plot, and characterisation, and the effects of these ✓ Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ✓ Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. ✓ Participating in formal debates and structured discussions, summarising and/or building on what has been said 	<p>Reading: Analysis of setting and characters.</p> <p>Writing: Write an opening to a story.</p> <p>Speaking: Re-telling of a story explored from this unit.</p>
Autumn 2	<p><i>Poetry and The Oral Tradition</i></p> <p>(Literature: Poetry)</p>	<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. 	<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 ✓ Giving short speeches and presentations, expressing their own ideas and keeping to the point ✓ Researching 	<p>Reading: Analysis of studied poem.</p> <p>Writing: Write poem based on given criteria.</p>

		<ul style="list-style-type: none"> ✓ 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"> ✓ 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 	Speaking: Performance poetry.
Spring 1	<p>The Art of Rhetoric</p> <p>Speech Writing</p>	<p>Develop a strong understanding of rhetoric in speeches.</p> <ul style="list-style-type: none"> ✓ Draw on new vocabulary and grammatical construction from reading a diverse range of famous speeches from different eras and contexts, including Winston Churchill, J. F. Kennedy, Martin Luther King, Malala Yousafzai and Greta Thunberg. ✓ Pinpoint target audience and purpose of various famous speeches and further explore additional techniques including tricolon, repetition of ideas, sarcasm, counter arguments, analogy, and direct address. ✓ Understand how to select and use appropriate rhetorical methods, appropriate to political message, purpose and audience, such as, analogy, hyperbole, anaphora, anecdote, imperative verbs and tricolon, ethos, and the Aristotelian triad of pathos, ethos, and logos. ✓ Understand with confidence the difference between spoken and written language, including formal and informal register <p>PSHE – A range of ethical issues Careers – Journalists, Politicians, SpeechWriters</p>	<p>Write non-fiction texts for specific purposes and audiences.</p> <ul style="list-style-type: none"> ✓ Plan, draft, proof-read and edit extended writing pieces to produce writing that is fluent, and which engages and sustains the audience's interest. ✓ Adapt style of own writing to suit different audiences and purposes ✓ Choose vocabulary to create specific effects. ✓ Experiment with a range medium to voice their own opinions and ideas on a range of topics ✓ Understand how to select and use appropriate rhetorical methods, appropriate to purpose and audience, to create specific effects. <ul style="list-style-type: none"> ✓ Giving short speeches and presentations, expressing their own ideas and keeping to the point ✓ Participating in formal debates and structured discussions, summarising and/or building on what has been said 	<p>Reading: Analysis of a range of speeches.</p> <p>Writing: Compile a formal speech for specific purposes and audiences.</p> <p>Speaking: Individual presentation of research on topic and a formal speech aimed at persuading an audience</p>
Spring 2	<p>Shakespeare's Comedy:</p> <p>A Midsummer Night's Dream</p> <p>(Literature: Shakespeare)</p>	<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 ✓ Exploring the importance of language, form/genre, structure and context of a text and how they influence meaning 	<p>Reading: Analysis of a major theme explored within the play.</p> <p>Writing: Analysis of character, plot and themes.</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 Careers – Directors, Actors/Actresses, Playwrights, Stage manager</p>	<ul style="list-style-type: none"> ✓ Selecting ambitious quotes from text to support opinion ✓ Assess how ideas/message from studied text link to modern society ✓ Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<p>Speaking: Delivering a speech on a character within the play.</p>
<p>Summer 1</p>	<p>Introduction to the Gothic</p> <p>Gothic Short Stories</p> <p>(Literature: 19th/20th century Fiction)</p>	<p>The following short stories will be used to explore the gothic genre and how different authors presents themes, characters, plot: Short stories:</p> <ul style="list-style-type: none"> • <i>Masque of the Red Death</i> by Edgar Allen Poe • <i>Tell Tale Heart</i> by E. A Poe • <i>Examination Day</i> by Henry Slesar • <i>Red Room</i> by H. G. Wells • <i>Journey by Night</i> by Undine Giuseppi <p>For the lower ability students, the collection:</p> <ul style="list-style-type: none"> ✓ Edgar Allen Poe’s Murder and Mystery illustrated by the Gris Grimly. ✓ Elements of short story including, main plots, sub plots, point of view, character construction, themes. ✓ Emphasis and usage of specific convention explored in stories ✓ Gothic, dystopian, realism, science fiction ✓ Establish and analyse techniques used by writers in exploring character, setting and themes, including narrative form, symbolism, motif, allegory ✓ Determine and evaluate writer’s message/aims in presenting themes/characters ✓ Make contextual links to life in the specific time period of each short story: American Gothic literature, Masquerade culture. Authorial influences and reception 	<ul style="list-style-type: none"> ✓ Skills developed across this unit focus on: ✓ building students’ analytical skills whereby they can confidently view a range of texts across a specific genre ✓ understand how writers have used language techniques and be able to comment with multiple layers of inference on word choices made by the authors. ✓ Spelling of key vocabulary associated with specific stories if applicable ✓ Use quotes and paraphrase correctly and explore depth of each ✓ Write cohesively and exploring of art of writing and developing argument/viewpoint- using a structure to first establish a key focus/thesis, then use the text to support argument 	<p>Reading: Analysis of a character/theme studied in the anthology.</p> <p>Writing: Write a short story based on a Gothic image</p> <p>Speaking: Students give a dramatic reading of one of the texts explored. (Inspiration Edgar Allen Poe ‘The Raven’.</p>

		<p>of piece based on time period.</p> <p>PSHE – Romance, Families, Gender expectations, Psychological issues</p> <p>Careers – Historian, Writers, Researchers</p>		
<p>Summer 2</p>	<p>Mystery:</p> <p><i>The Valley of Fear</i></p> <p>(Literature: Play Text)</p>	<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 Conan 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>Writing: Students compose a script inspired by an Act from the play.</p> <p>Reading: Students explore a key from the play.</p> <p>Speaking: Group drama performance.</p>