

Yr7 English Half termly Curriculum Plan (Each row =1 half term)

Topic	No of lessons	Key knowledge and skills	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Gothic Literature	12	<ul style="list-style-type: none"> Students are introduced to three 19th Century Gothic fiction extracts. Students will explore the 'Gothic' genre to understand the key components. Students will be able to identify Gothic features in the three named texts. Students will use Gothic features and the texts as stimuli for their own creative writing. Students will learn/revisit how to paragraph accurately and how to form interesting sentences. Namely: the more the more, triple noun colon and if, if, if, then. These sentence types will be taught in 'Word of the Day'. Students will learn/revisit sensory language and how to utilise this to create atmosphere. 	<p>Students are taught the key features of creative writing which can be applicable to media centred jobs.</p> <p>Students are taught about equality with the inaccurate and sexist depictions of men and women within 19th Century literature.</p>	<p>Oracy – discussion-based tasks.</p> <p>Reading – reading a variety of 19th Century Gothic fiction extracts.</p> <p>Writing – explicitly assessed on this skill.</p>	<p>More able can access documentation on the 'British Library' for stretching their reading. These students are also encouraged to develop the sophistication of their creative writing.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable.</p>	<ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment halfway through the half term Summative assessment at the end of the half term <p>Skill explicitly assessed: writing.</p>
Shakespeare's Villains	12	<ul style="list-style-type: none"> Students are introduced to two Shakespearean Villains: Lady Macbeth and Iago. Students will understand the terms 'old', 'middle' and 'modern' English to alleviate concerns regarding the difficulty of Shakespearean language. Students will focus on Lady Macbeth for the first three weeks and explore her demise. Students will then focus on Iago and his skilful manipulation of other characters that leads to Othello's demise. 	<p>Students learn how to persuade using RAPFOREST techniques; this skill is applicable to sales, journalism, teaching, managerial roles, and other public facing jobs.</p>	<p>Oracy is explicitly assessed.</p> <p>Reading – students are introduced to a variety of Shakespearean extracts that they need to be able to comprehend.</p>	<p>More able students can incorporate Shakespearean language into their writing and analyse its effect.</p> <p>SEND students have access to 'No fear Shakespeare' translations to help remove barriers. SEND students are supported</p>	<ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment halfway through the half term Summative assessment at the end of the half term <p>Skill explicitly assessed: oracy.</p>

		<ul style="list-style-type: none"> Students learn key dramatic features such as monologue and soliloquy. Students learn how to craft an effective and persuasive speech through the introduction of RAPFOREST. 		<p>Writing – students craft their own persuasive speeches about which character is the most villainous.</p>	<p>via teacher differentiation, questioning and TA support if applicable.</p>	
Boy, Everywhere	12-15	<ul style="list-style-type: none"> Students are introduced to the novel and relevant context surrounding it. Students will explore the Syrian civil war and what has driven the large number of refugees and migrants. Students will explore key language such as prejudice, xenophobia, racism, bias etc. Students will explore local media sources to understand that this issue affects ‘close to home’. Students will complete close language analysis of extracts from the novel. 	<p>Students develop their empathy and understanding of the wider world. Students learn tolerance of different cultures.</p>	<p>Oracy – discussion-based tasks.</p> <p>Reading – reading the novel and comprehending the vocabulary and inferred meanings. Students are explicitly assessed on this skill.</p> <p>Writing – look at other forms of writing that supplement the novel.</p>	<p>More able can access supplementary extracts e.g. from ‘The Beekeeper of Aleppo’ to explore the ideas from more mature perspectives. Students will also have the opportunity to explore inflammatory language in the media.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable.</p>	<ul style="list-style-type: none"> Recall activities begin each lesson Formative assessment halfway through the half term Summative assessment at the end of the half term <p>Skill explicitly assessed: reading.</p>
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		<ul style="list-style-type: none"> Students will explore local media sources to understand that this issue affects ‘close to home’. Students will use the text and supplementary texts to write a non-fiction piece. 		<p>the vocabulary and inferred meanings.</p> <p>Writing – explicitly assessed on this skill.</p>	<p>opportunity to explore inflammatory language in the media.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable.</p>	<p>Skill explicitly assessed: writing.</p>
Night by Elie Wiesel	12-15	<ul style="list-style-type: none"> Students are introduced to the memoir and relevant context surrounding it. Students are also introduced to the form of a memoir and how it differs to a novel. Students will explore the Holocaust through various depictions of the event in newspaper documents, supplementary extracts, and the text itself. Students will understand anti-Semitism as a concept. Students will gain and understanding of themes and motifs 	<p>Students focus on empathy as well as persuasive and factual skills. These skills are transferrable to a variety of jobs such as journalism, counselling, teaching and managerial roles.</p>	<p>Oracy – discussion-based tasks</p> <p>Reading – reading the memoir and comprehending the vocabulary and inferred meanings.</p> <p>Writing – explicitly assessed on this skill.</p>	<p>Students are introduced to a range of supplementary texts that they can read such as <i>Anne Frank’s Diary</i>.</p> <p>SEND students are supported via teacher differentiation, questioning and TA support if applicable.</p>	<ul style="list-style-type: none"> Recall activities (KITS) begin each lesson A ‘word of the day’ task helps with the development and implementation of high-level vocabulary Formative assessment at the end of the half term <p>Skill explicitly assessed: Reading and analytical writing skills and the ability to incorporate context (PEEC)</p>
Night by Elie Wiesel	12-15	<ul style="list-style-type: none"> Students continue to explore the key concepts within the memoir Students continue to analyse how themes and motifs develop across the memoir Students will make links between the text and the context surrounding it. Students will explore how to craft newspaper articles documenting the atrocities of the Holocaust. Students will revisit the features of a formal newspaper article 	<p>Students focus on empathy as well as persuasive and factual skills. These skills are transferrable to a variety of jobs such as journalism, counselling, teaching and managerial roles.</p>	<p>Oracy – discussion-based tasks.</p> <p>Reading – reading the memoir and comprehending the vocabulary and inferred meanings. Students are explicitly</p>		<ul style="list-style-type: none"> Recall activities (KITS)begin each lesson A ‘word of the day’ helps with the development and implementation of high-level vocabulary Summative assessment halfway through the half term Formative writing skills assessment

				assessed on this skill.		(newspaper article) at the end of the term. Skill explicitly assessed: 1. Reading and analytical writing skills and the ability to incorporate context (PEEC) 2. Transactional writing
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