

## Curriculum Overview

English Year 7

|  | <b><u>HT1</u></b>  | <b><u>HT2</u></b>  | <b><u>HT3</u></b>  | <b><u>HT4</u></b>  | <b><u>HT5</u></b>  | <b><u>HT6</u></b>  |
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| <b><u>Topic</u></b>                    | Character analysis -<br>Novel study  | Descriptive<br>Writing - Novel   | Writing to inform<br>and advise -<br>Medieval<br>England   | Comprehension and<br>Writer's technique -<br>Ballads   | Writing to persuade  | Comparison -<br>Shakespeare's<br>Heroes and Villains   |
| <b><u>Skills and<br/>Knowledge</u></b> | <ul style="list-style-type: none"> <li>• <b>Skimming/scan-<br/>ning.</b></li> <li>• <b>Prediction.</b></li> <li>• <b>Summarising.</b></li> <li>• Making <b>reference</b> to the text to support <b>opinions.</b></li> <li>• Discussing language - <b>connotations.</b></li> <li>• <b>Opinions of a character</b> in one moment of the novel.</li> <li>• <b>Context.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Using a variety of <b>sentence types.</b></li> <li>• <b>FANBOYS sentence s</b></li> <li>• Using <b>standard punctuation marks.</b></li> <li>• Using <b>some literary</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Research skills.</b></li> <li>• <b>Note taking skills</b></li> <li>• Research <b>Medieval England</b></li> <li>• Use <b>some AFOREST</b> technique s.</li> <li>• Using a variety of</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Comprehen sion skills - summaries</b></li> <li>• Using <b>evidence</b> to support <b>opinions.</b></li> <li>• Analysing language - <b>connotations.</b></li> <li>• <b>Poetic devices.</b></li> <li>• <b>Structure</b> and</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Comprehen sion skills - summaries</b></li> <li>• <b>Research</b> charity websites.</li> <li>• Using <b>some AFOREST</b> techniques.</li> <li>• Using a variety of <b>sentence types.</b></li> <li>• Using <b>standard</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Research Shakespeare</b></li> <li>• <b>Comprehen sion skills.</b></li> <li>• <b>Context - Elizabethan England</b></li> <li>• Analysing <b>language</b></li> <li>• <b>Making links</b> between characters.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>Using <b>PEE</b>.</li> <li><b>Empathising</b> with a character - <b>hot seating</b>.</li> </ul>  | <p><b>techniques</b></p> <ul style="list-style-type: none"> <li><b>TiP ToP</b> paragraphing.</li> <li><b>Planning</b>.</li> <li>Using <b>dialogue</b></li> <li><b>Group discussion</b> skills..</li> </ul> | <p><b>sentence types.</b></p> <ul style="list-style-type: none"> <li><b>FANBOYS</b> sentences</li> <li>Using <b>standard punctuation</b> marks.</li> <li>Using <b>topic sentences</b>.</li> <li>Planning.</li> <li>Format of <b>information</b> and <b>advice</b> texts.</li> <li><b>Drama</b> performance.</li> </ul> | <p><b>organisation</b> of a poem.</p> <ul style="list-style-type: none"> <li><b>Poetry performance</b></li> </ul>   | <p><b>punctuation marks.</b></p> <ul style="list-style-type: none"> <li>Using <b>subordination</b></li> <li><b>TiP ToP</b> paragraphing.</li> <li><b>Planning</b>.</li> <li>Format of <b>persuasive leaflets</b></li> <li>Class <b>debate</b>.</li> </ul> | <ul style="list-style-type: none"> <li><b>Character discussion</b> using <b>PEE</b></li> <li><b>Performing</b> a scene from a play.</li> </ul>  |
| <p><b><u>Assessment Opportunities (F&amp;S)</u></b></p> | <p><b>Mid-term assessment:</b> What are your opinions about the main character?</p> <p><b>Summative assessment:</b> How does the writer make you feel about the character of ...?</p> | <p><b>Mid Term Assessment:</b> One paragraph description of a character or setting.</p> <p><b>Summative Assessment:</b> A short description of a scene.</p>  | <p><b>Mid-term assessment:</b> Create a fact sheet about Medieval England.</p> <p><b>Summative assessment:</b> Write an informative article for Year 6 pupils.</p>   | <p><b>Mid-term assessment:</b> What do you think/feel about what happens in the poem?</p> <p><b>Summative assessment :</b> What mood or atmosphere is created by the words in the poem?</p> | <p><b>Mid-term assessment:</b> Create a persuasive leaflet.</p> <p><b>Summative assessment:</b> Write a persuasive pitch.</p>   | <p><b>Mid Term Assessment:</b> What are your opinions about one hero and one villain?</p> <p><b>Summative Assessment:</b> What things are similar and different about the characters in the extracts?</p> |

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| <b><u>CEIAG</u></b>                  | Reading and analytical skills are useful for a job in teaching. | Sentence construction and vocabulary building can support areas such as office or admin. | Being able to summarise information is key to roles in law. | Writing skills are useful skill for an author or a teaching career. | Understanding and identifying persuasive techniques can support the roles of sales and marketing careers. | Comparison skills are useful in fieldwork in careers linked to the environment. |
| <b><u>Cultural Capital</u></b>       | Author research.  | Getting out of the classroom and writing descriptions about areas in school.             | Researching English heritage                                | Author visit OR Visit a library.                                    | Researching a current charity campaign.   | Researching English heritage.   |
| <b><u>Cross-Curricular Links</u></b> | -History  |  | -History  |   | -Travel and Tourism<br>-Geography<br>-Citizenship   | -History  |