

Curriculum Overview

Subject: English

Year Group: 7

CHASE HIGH

Aspirations, Character & Excellence



Pupils will learn about how writers construct the hero and villain character archetypes by studying a range of extracts from the most popular and exciting fiction for Young Adults. Building from this, pupils will demonstrate their knowledge of hero and villain archetypes by creating their own, learning planning skills which will continued to be applied throughout KS3 and KS4. Pupils will learn about the first gothic story: The Woman in Black. They will apply this knowledge to the study of three modern poems from Duffy and Armitage within the poetry unit on Heroes and Villains. Pupils will know about these archetypes and their origins and be able to apply this knowledge to the analysis of the characters in the poems. They will then learn how to apply these archetypes to real-life heroes by reading a range of non-fiction articles. Pupils will learn how to write their own articles. In term 3, pupils will build on their repertoire of fiction texts by studying a dystopian novel featuring the hero/villain archetypes, learning how to analyse and interpret character constructs. Pupils will have read a range of poetry and fiction prose texts this year in their study of literary archetypes and creative construct of one of those archetypes. Pupils will develop their reading skills in dedicated library lesson once per fortnight where they will be reading a range of books suitable to their ability and their reading ages will be tested for progress throughout the year. Pupils will enhance their vocabulary knowledge with a 'word of the day' in every English lesson and with their weekly spelling homework.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Transition Unit: Creative writing Masterclass: Introduction to descriptive language and the five-part structure Heroes and Villains: Application of the knowledge of literary archetypes; how to plan using expressive vocabulary, revision of word-classes. Gothic: The conventions of the gothic literary genre; gothic monsters, gothic women, the obscure, pathetic fallacy, tension and suspense, unreliable narrator, The Woman in Black, The Tell-Tale Heart, A Night at a Cottage	KNOWLEDGE/SKILLS Heroes and Villains (Poetry): Application of the knowledge of literary archetypes; how to analyse poetry; poetic conventions; literary inference; the basics of literature essay writing (PETAL) , psychoanalysis, 'Education for Leisure', 'Hitcher', 'Medusa' Heroes and Villains (Non-fiction writing): Revision of the knowledge of literary archetypes, revision of sentence types, connectives and punctuation, exploration of non-fiction twentieth- and twenty-first century heroes, writing for different purposes: articles	KNOWLEDGE/SKILLS Heroes and Villains: Introduction to Shakespeare Introduction to Shakespeare and tragic conventions through the play 'Julius Caesar.' Analysis of language and structure and the archetypes of a tragic hero and villain. Heroes and Villains in a New World (Novel): The context and conventions of dystopian literature; what is context in 'The Hunger Games'). Analysis of writer's craft in constructing dystopian worlds and character archetypes; writing a literature essay (PETAL)
KEY ASSESSMENTS 1.1: Key Piece: Description of the image End of Unit Assessment: Description of the image 1.2: Key Piece: Write the opening of a short story End of Unit Assessment: Narrative from the perspective of an unreliable narrator.	KEY ASSESSMENTS 2.1: Key Piece: PETAL- How is the Speaker in 'Education for Leisure' presented? Key Piece: PETAL – How is the Speaker in 'Medusa' presented? 2.2: Key Piece: PETAL - How does the writer use language to convey the suffering of the Jewish prisoners? End of Unit Assessment: — Write an article on the rescue of the boys in the cave in Thailand.	KEY ASSESSMENTS 3.1: Key Piece: PETAL – How is District 12 presented as a scary place? End of Unit Assessment: PETAL- How is Cinna described as an innocent character? 3.2: Key Piece: PETAL - How is Katniss presented as brave? End of Unit Assessment: How is Katniss presented as brave? Extract question
Extended reading suggestions and external resources: Hitchhiker; Education for Leisure; Beowulf Playscript; Frankenstein playscripts; Greek Myths and Legends; English Literary History; Psychoanalysis; English and European Literary history; Where the World Ends; The Lion, the Witch and Wardrobe; Kite Rider; Greek Myths and Legends; History: Chinese or Scottish Literary History;		