

Curriculum Overview






Subject: English

Year Group: 7

Students will learn about the origins of language and the first surviving written English hero tale, Beowulf. They will apply this knowledge to the study of two modern poems from Duffy and Armitage within the unit on Heroes and Villains. Students will know about these archetypes and their origins and be able to apply this knowledge to the analysis of the characters in the poems. Building on this knowledge the students will go on to study Frankenstein the playscript and consider the writer's craft in constructing the monster and interpreting the concept of hero and villain. In term 2, students will build on their repertoire of fiction texts by studying a fantasy novel featuring the hero/villain archetypes, learning how to analyse and interpret character constructs. Finally, in term 3, students will use what they have learned about how writers construct their characters around the hero/villain archetypes by creating their own. Students will study a range of fiction extracts to help support their creative writing. Students will have read a range of drama, poetry and fiction prose texts this year in their study of literary archetypes and creative construct of one of those archetypes. Students will be given the chance to win LORIC badges for reading aloud for dramatic effect. Students will also read a class novel from a range of diverse texts as their AR class reader. Students will enhance their vocabulary knowledge with 2 Bedrock sessions per week as homework. Students in Year 7 will also read "Bubble Boy" as their whole school guided reading novel linking to the LORIC "resilience" strand.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS Transition Unit: Origins of Language/Beowulf: The History of Language; the origins of the first literary English story; conventions of literary archetypes. Heroes and Villains: Application of the knowledge of literary archetypes; how to analyse poetry; poetic conventions; literary inference; the basics of literature essay writing (poetry); how to write a monologue and deliver a spoken monologue using verbal and non-verbal conventions. Gothic: The conventions of the gothic literary genre; the story of Frankenstein; Mary Shelley; Inference and analytical skills; creative writing within the gothic genre.</p>	<p>KNOWLEDGE/SKILLS Heroes and Villains in a New World (Novel): The context and conventions of fantasy literature; what is context in the chosen novel; study of a full novel (Lion, Witch wardrobe/Where the World Ends or The Kite Rider). Analysis of writer's craft in constructing fantasy worlds and character archetypes; writing a literature essay (novel).</p>	<p>KNOWLEDGE/SKILLS Creating Heroes and Villains: narrative and descriptive writing conventions; protagonist; antagonist; SPAG key elements for constructing accurate creative writing; reading for writing skills; vocabulary; structuring creative writing; planning and editing; proof reading and drafting; re-casting. Reading aloud for dramatic effect. Verbal and non-verbal oracy.</p>
<p>KEY ASSESSMENTS Half Term 1: Key Piece: Write a monologue as the Hitcher and read aloud to the class. End of Unit Assessment: Analysis of the poem Hitchhiker in its presentation of the villain archetype. Half Term 2: Key Piece: Is the monster a hero or a villain? End of Unit Assessment: Write the opening to a gothic short story.</p>	<p>KEY ASSESSMENTS Half term 1: Key Piece: How does the writer describe X in the early part of the novel? Key Piece: How is the theme of X presented by the writer? Half Term 2: Key Piece: How has the character of X changed in the novel? End of Unit Assessment: Essay - How is the character of X presented as an archetype in the novel?</p>	<p>KEY ASSESSMENTS Half term 1: Key Piece: Write a creative description of your hero/villain. End of Unit Assessment: Write a formal descriptive piece including character and setting. Half term 2: Key Piece: A narrative piece featuring your hero/villain. End of Unit Assessment: Read aloud your creative writing for dramatic effect.</p>
<p>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;</p>		

English Year 7 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Reading Skills	<p>I understand the simple meaning of a text.</p> <p>I include a simple quote in my answer.</p> <p>I can explain what the quotation means.</p> <p>I use simple language when writing about texts.</p> <p>I make simple links between texts.</p>	<p>I attempt to interpret different meanings in a text.</p> <p>I use quotes to support my points.</p> <p>I can explain the effects of language.</p> <p>I use simple subject terminology to comment on writer's methods.</p> <p>I comment on the simple differences between texts.</p>	<p>I can interpret deeper meanings in a text.</p> <p>I select quotations and explain them in a way that is relevant to the question.</p> <p>I analyse language and structure features and I explain meaning and effect on the reader.</p> <p>I use subject terminology in a clear and accurate way.</p> <p>I compare ideas across different texts.</p>	<p>I make thoughtful inferences from a text.</p> <p>I embed a range of relevant quotations into my analytical points.</p> <p>I analyse some language or structural features and I can interpret their meaning and impact on the reader.</p> <p>I refer to a range of subject terminology in my analysis.</p> <p>I make convincing comments about the similarities and differences between texts.</p> <p>I comment on the relevance of context.</p>
Writing Skills	<p>My writing is simple.</p> <p>I use limited simple vocabulary.</p> <p>I attempt to paragraph my writing.</p> <p>I can write full sentences.</p> <p>I write in Standard English.</p> <p>I can spell common words accurately.</p> <p>I use simple punctuation marks.</p>	<p>My writing has a clear purpose.</p> <p>I consciously attempt to use a range of vocabulary.</p> <p>I structure my writing with paragraphs.</p> <p>I attempt to vary sentence structure in my writing.</p> <p>I attempt to use Standard English.</p> <p>My spelling of a range of simple words is usually accurate.</p> <p>I use punctuation marks to help express meaning.</p>	<p>I plan my writing to ensure it is suitable for the audience and purpose.</p> <p>I have a range of vocabulary that I choose for specific effect.</p> <p>I use paragraphs to structure my text in a thoughtful way.</p> <p>I use a range of accurate sentence types in my writing.</p> <p>I use Standard English in my writing.</p> <p>My spelling of more complex words is usually accurate.</p> <p>I include a range of accurate punctuation to help express meaning.</p>	<p>I plan my writing to target the audience and purpose.</p> <p>I use an ambitious range of vocabulary.</p> <p>I create fluently linked paragraphs.</p> <p>I use different sentence structures for specific effect.</p> <p>I use Standard English consistently in my writing.</p> <p>My spelling is accurate across a range of simple and ambitious vocabulary.</p> <p>I confidently use a wide range of punctuation in my writing.</p>

Speaking and Listening Skills	<p>I express my views, ideas or information in a simple way in front of my audience. I use simple words to express myself. I listen generally to make sense of what is being said giving full attention. I listen to questions and can answer them simply. I interact in a limited way with others in the group. I try to wait my turn to speak. I attempt to speak clearly.</p>	<p>I express my views, ideas or information in an understandable way in front of my audience. I use simple but accurate words to express myself. I listen to understand what it being said using eye contact, nods and smiles. I listen to questions and answer them thoughtfully. I interact with others in the group. I wait my turn to speak. I usually speak clearly.</p>	<p>I express my views, ideas or information in a clear way varying pitch and pace for effect. I use a range of vocabulary to express myself meaningfully. I listen to understand what is being said using eye contact, nods and smiles and can clearly follow the discussion. I listen to questions and answer them clearly. I interact with others clearly and meaningfully. I wait my turn to speak. I speak clearly.</p>	<p>I express my views, ideas or information in a logical, explicit and confident way varying pitch, pace, power and pause for effect. I use a wide range of advanced vocabulary to express myself in an accurate and meaningful way. I listen to understand what is being said and I can recap the discussion staying open to ideas and perspectives different from my own. I listen to questions and answer them confidently. I interact with others clearly and confidently. I wait my turn to speak and hold the floor with confidence. I speak clearly and confidently.</p>
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Green Sticker Assessment Student Response Examples:

Reading Skills -- ..	Writing Skills	Speaking & Listening
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WWW: **TEACHER**

EBI:

Student Response:

I will include a quote when I edit my work and explain what it means.

I will comment on the writer's methods and explain how these have an effect on the reader.

WWW: **TEACHER**

EBI:

Student Response:

I will try to use a variation of simple, compound and complex sentences in my writing.

I will use connectives to create fluently linked paragraphs.

WWW: **TEACHER**

EBI:

Student Response:

I will interact with others during group discussions to put my point of view across.

I will deliver my point of view next time varying the pitch and pace for effect.