

# Curriculum Overview

Subject: English

Year Group: 7



Building on the skills of Reading: developing inference and analysis in a range of texts spanning a range of cultures and forms.

Building on the skills of Writing: developing creative writing and writing for purpose across a range of forms.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b>  <b>Heroes and Villains:</b> A unit that introduces students to typical literary archetypes-heroes and villains. Touches on historical origins of these archetypes and explores through poetry.  <b>Gothic:</b> A unit that builds on Primary knowledge of the gothic by analysing writer’s craft and effect on the reader. Translates then to creative writing deploying these newly improved skills. Interprets the concept of hero and villain with Frankenstein and his monster.</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Heroes and Villains in a New World (Novel):</b> A unit that helps students to interpret and evaluate character archetypes in the novel. Students will learn how to apply alternative interpretations of character behaviour and explore how writers craft their characters. Then students apply their understanding of archetypes and character creation by writing an analytical essay.  <b>Creative Writing:</b> Creative writing follows where students translate this understanding of writer’s craft to their own creation of a hero/villain story.</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Heroes and villains in society:</b> Events that shook the world - This unit is a chance for students to enrich their social awareness in the form of non-fiction newspaper reports. Students will build on analytical skills to evaluate persuasive writing.  <b>Voices that make a change:</b> This unit will enable students to develop their own opinions from the previous unit. They will be refining their analytical skills looking at famous speeches before honing them in a speech of their own.</p>
<p><b>KEY ASSESSMENTS</b>  <b>Half Term 1:</b> Key Piece: Analysis of the driver in the poem “Hitcher”.            End of Unit Assessment: Comparison of two poems: Hitchhiker and Education for Leisure in terms of presentation of villains.  <b>Half Term 2:</b> Key Piece: How does the writer use language to create sympathy for the monster?            End of Unit Assessment: Write the opening to a gothic story.</p>	<p><b>KEY ASSESSMENTS</b>  <b>Half term 1:</b> Key Piece: How does the writer use structure to....?  <b>Key Piece:</b> How is the theme of X presented by the writer?  <b>Half Term 2:</b> End of Unit Assessment: Essay—How is the character of X presented in the novel?            End of Unit Assessment: Write a short story inspired by a hero or villain.</p>	<p><b>KEY ASSESSMENTS</b>  <b>Half term 1:</b> Key Piece: Write an article about the Boxing Day Tsunami.            End of Unit Assessment: Write an article about home schooling during the Coronavirus.  <b>Half term 2:</b> Key Piece: Analysis of Greta Thunberg speech.            End of Unit Assessment: Speech—should teachers be armed?</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; Non Fiction Newspaper Articles: Boxing Day Tsunami; Coronavirus; Non Fiction Speeches: Greta Thunberg; Greek Myths and Legends; English Literary History; Psychoanalysis; English and European Literary history; History: Chinese or Scottish Literary History; Social History; Global Environmental issues; Citizenship; Health and Social Care; Global Environmental Issues.</p>		