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| **Year 7 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval** |
| **Novel Study** | Understanding of a novel | * To know that the novel follows a simple narrative structure * To know the archetypal characters within literature * To know that Oliver Twist is a social critique * To know that children were treated poorly * To know that women were subjugated * To know that there was a hierarchy of power in the Victorian era * To compare ideas about morality and immorality * To know that vulnerable people were exploited | * Do now * Independent learning homework * Vocabulary lists * MCQs for recall of key knowledge and concepts. | * Reading for meaning and understanding * Explicit vocabulary instruction * Explicit writing instruction | * Extensive vocabulary * Apprenticeships | * MCQs, Component Based formative. |
|  | Writing accuracy | * To be able to select relevant references from the text * To be able to link contextual knowledge to relevant references * To be able to use capital letters appropriately * To be able to use appropriate and accurate sentence demarcation * To be able to use commas for lists * To be able to write three clause sentences about character * To be able to use noun phrases about character | * Live marking in lesson * Independent learning homework * Vocabulary lists | * Correct grammatical and sentence structures * Structuring whole texts | * Accurate written expression | * Component based assessment on novel and taught sentence/grammatical structures |
|  | Writing for audience and purpose | * To be able to use a simple narrative structure * To be able to use key vocabulary to describe a character * To be able to select a relevant reference to communicate an idea * To be able to use analytical verbs in academic writing | * Live marking in lesson * Independent learning homework * Vocabulary lists | * Correct grammatical and sentence structures * Structuring whole texts | * Novel writing | * One final, drafted description produced as final summative assessment |
|  | Sentence construction | * To be able to use a three clause sentence * To be able to use noun phrases to add detail about character or setting * To be able to use because to connect ideas * To be able to use despite to contrast ideas * To be able to use a three-clause sentence | * Live marking in lesson * Independent learning homework * Vocabulary lists | * Correct grammatical structures * Using a variety of sentences * Knowledge of clauses | * Writing skills |  |
|  | Reading for Pleasure | * To recognise patterns in vocabulary * To be able to discuss plot points in the story and how they have affected the reader * To be able to use key vocabulary to describe characters and events | * Vocabulary lists * Verbal discussion | * Oracy and discussion | * Discussion and debate |  |
|  | Catholic social teaching | * Preferential option for the poor – looking at the treatment of the poor, in particular children, in the Victorian era. * Human dignity – consider how we treat others and our responsibility for building a compassionate world and community * Solidarity – working together to support each other in society * The common good – building empathy for others | | | | |
| **Year 7 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Poetry: exploring our identities** | Understanding of Sonnets | * Knowledge of sonnet form * Understanding of how and why writers use sonnet form * Understanding of a range of individual sonnets * Understanding of writers’ ideas about expressing their identity * Understanding of sonnet structure and argument * Understanding of sonnets over time | * Do Now * KO tasks * Retrieval tasks independent learning * Vocabulary lists | * Explicit vocabulary instruction * Comparative reading | * Mastery of vocabulary * Understanding of identity and tolerance | * MCQs, Component Based formative |
|  | Analysis of methods | * Understanding that analysis is breaking down the text and considering the effect on the reader or audience * Identifying methods used by writers * Commenting on the effects of methods used by writers * Linking method analysis to writers’ ideas * Linking writer’s ideas to their time of writing | * Do now * Method grid * Scaffolded analysis * Vocabulary lists | * Vocabulary * Analytical thinking * Annotation skills | * Analytical thinking and resilience | * Component based formative assessment * Summative assessment on one poem |
|  | Writing creatively for different purposes | * Writing a sonnet to express pride in identity * Structuring ideas around a volta or turning point | * Interleaved writing lessons | * Drafting and self-editing - metacognition | * Problem solving and future aspirations/identity | * One final drafted sonnet, inspired by sonnets covered, focusing on place and the individual |
|  | Reading for Pleasure | * Literacy lessons | * Sparx Reader * Cross-curricular texts | * Cultural capital |  |  |
|  | Catholic social teaching | * Participation – understanding of self-promotes aspirations and supports own development * Subsidiarity – making own educated decisions about self and identity * Human dignity – celebrating individuality and a sense of pride | | | | |
| **Year 7 Curriculum Overview [2024-2025]**  **English** | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills**  **[if any]** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| Play: heroic journeys  The Odyssey | Understanding of a play | * Understanding of myth and social context of Greek Theatre * Understanding of how a play is different from a novel or poem * Understanding of characters * Understanding of structure of an epic * Understanding of social context and writers’ ideas | * Do Now * Blank KOs to fill in * Vocabulary lists | * Reading for pleasure and enjoyment * Reading and expressing views of a text | Reading skills | MCQs  Formative, component-based assessment  Component and composite based assessment on character and writer’s ideas |
|  | Analysis of methods | * Analysis of stage directions, entrances and exits and other dramatic devices * Understanding of how to make reference to dramatic methods * Understanding that analysis is breaking down the text and considering the effect on the reader or audience * Expressing a personal view of a text and being able to explain why the play has this effect * Understanding of the writer’s use of characterization and what each character represents * Understanding of the writer’s creation of character as a deliberate construct | * Do Now * Method grid * Vocabulary list | Analytical skill and metacognition | Component and composite assessment on character and writer’s ideas |
|  | Writing accuracy and purpose | * Understanding of narrative features * Use of appropriate sentence types and lengths * Grammatical accuracy * Vocabulary | * Sentence construction * Vocabulary * Do Now | * Accuracy of written literacy: * Sentences * Vocabulary * Grammar | Drafting and editing | One final drafted narrative piece |
|  | Catholic social teaching | * The common good – looking beyond our own wants and needs through the actions of Odysseus * Solidarity – teamwork * Human dignity – understanding of human flaws and how we learn from mistakes to develop ourselves | | | | |
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