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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.
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|  | 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
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 | * 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
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|  | 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
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|  | 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
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| **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
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|  | Reading for Pleasure | * Literacy lessons
 | * Sparx Reader
* Cross-curricular texts
 | * Cultural capital
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|  | 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
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| **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 journeysThe 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 | MCQsFormative, component-based assessmentComponent 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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