

English Year 7 – Curriculum Intent – In Year 7 our curriculum lays the foundation of the knowledge needed to understand how subsequent texts were influenced by the very early literary movements of the Literary Canon. Students begin by exploring the concept of ‘Quests’ through a variety of myths and legends, which lays the foundation of narrative structure, genre and character archetypes. Students study Beowulf – the first example of a written text in the British Literary Canon. Students then move on to exploring the concept of the ‘Seven Deadly Sins’. This begins by students gaining knowledge of the key stories of the Bible, which enable them to have the knowledge to see how the subsequent authors they study, such as Dickens and Priestley, were influenced by the stories of the Bible. Students the finally have an introduction to Shakespeare, through exploring the concept of ‘Heroes and Villains’. This introduces students to Shakespearian language, Elizabethan culture and the types of stories and characters Shakespeare chose to write about. This prepares them for the study of Romeo and Juliet in their GCSE English Literature exam.

	<u>Unit Intent</u> (i.e. how does support learning in the next unit/future units/exam prep, etc)	<u>Content Coverage</u>	<u>Method/s of Assessment</u> (At least one method of assessment to be listed per term)
<u>Term 1 and 2 Concept: Quests</u>	<ul style="list-style-type: none"> • Introduction to metalanguage and key vocabulary – feeds forward to all future units and all years and AO2; * • Literary heritage; feeds forward to AO3 in GCSE criteria • Significance/influences of differing cultures in English Lit; feeds forward to AO3 in GCSE criteria • Introduction to character types and narrative plots; feeds forward to all future units and years • Introduction to theatre; feeds forward to the study of 	<ul style="list-style-type: none"> • The Odyssey – Greek Gods • Roman Stock Characters – Roman Gods • Beowulf – Norse Gods • Vikings – Non-Fiction • Arthurian Legend (Ballads) • George and the Dragon (contemporary poem) • Stardust (contemporary text) 	<ul style="list-style-type: none"> • Quiz – Greek and Roman Mythology • PEE writing – The Odyssey • Narrative – Roman Stock Characters (literacy) • Transactional writing – articles (DAFOREST) • Transactional writing – letter (DAFOREST) • Annotation of Lady of Shallot • Quiz – Romantics • PEE writing – Not My Best Side • Transactional writing – Stardust Film Review (DAFOREST) • PEE writing – Stardust piece

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	<p>Shakespeare and Priestley at GCSE</p> <ul style="list-style-type: none"> • Introduction to narrative writing; feeds forward to GCSE Narrative writing • Introduction to analytical writing (PEE) and the rigours around this skill; feeds forward to all future units and all years. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11. • Introduction to transactional writing skills (articles/film review). feeds forward to GCSE Language writing exam 		
<p><u>Term 3 and 4 Concepts: Seven Deadly Sins</u></p>	<ul style="list-style-type: none"> • Introduction to the stories of the Bible and how this influenced classic works of English Literature. Feeds forward to future units and all years (as all literary texts were influenced by the Bible to a certain extent). In 	<ul style="list-style-type: none"> • Key stories and Parables from the Bible (extracts to include: Garden of Eden (serpent), The Road to Damascus, Temptation of Christ, The Last Supper leading to the Crucifixion and the Resurrection, The 	<ul style="list-style-type: none"> • Narrative – write a parable (linked to prior knowledge and literacy) • Mini-PEE practice – extract from a morality/mystery play (cycle)

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	<p>particular the study of <i>Macbeth</i>, <i>The Crucible</i>,</p> <ul style="list-style-type: none"> • Understanding of how Biblical stories were influenced by historical events and cultures feeds forward to AO3 in GCSE criteria • Development of knowledge of the theatre and morality plays feeds forward to the study of Shakespeare and Priestley at GCSE • Introduction to how different character types can represent the Seven Deadly Sins • Development of understanding of the feudal system and how this influenced medieval and subsequent English culture feeds forward to AO1 and 3 in GCSE criteria • Introduction to the significance of Chaucer in the Literary cannon feeds forward to AO1, 2, 3 and 4 in GCSE criteria • Development of analytical writing (PEE) feeds forward to future units and all years. Key skill in both GCSE exams. 	<p>Sacrificial Lamb, Book of Revelations)</p> <ul style="list-style-type: none"> • Extracts from the Mystery Cycles (morality structure) • Chaucer texts: The Prologue, The Knight's Tale, The Miller's Tale, Wife of Bath 	<ul style="list-style-type: none"> • Speaking and Listening – presentation (design your own class/feudal system) • Mini-PEE practice – The Miller and Wife of Bath • Quiz – Bible stories • PEE writing – Comparative Assessment (The Miller and Wife of Bath) • Create a pilgrim's progress – AO5 and AO6. • Quiz – Chaucer
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	<p>This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11.</p> <ul style="list-style-type: none"> • Development of writing skills feeds forward to all future units and all years where students will practice either narrative or transactional writing skills, as needed for the GCSE Language Writing Papers. 		
<p><u>Term 5 and 6 Concepts: Good vs Evil</u></p>	<ul style="list-style-type: none"> • Introduction to Shakespeare’s language feeds forward to the study of Shakespeare in all years and GCSE • Introduction to Elizabethan culture feeds forward to AO3 in GCSE criteria • Development of analytical writing (PEE) and the development of subject terminology feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be 	<ul style="list-style-type: none"> • Othello: Iago • Macbeth: Lord and Lady Macbeth – McDuff and Banquo • Richard III • Romeo and Juliet: Tybalt and Benvolio – supporting characters of Nurse and Friar Lawrence (link to Roman Stock Characters) • Aslan v the White Witch • Harry Potter v Voldemort • Contemporary poetry - Poetry – Medusa 	<ul style="list-style-type: none"> • Transactional writing – letter • PEE writing – How do Benvolio and Tybalt speak and behave • Speaking and Listening – presentation (design your own Shakespearean villain/hero) Quiz – Bible stories • Quiz - Shakespeare • PEE writing – Comparative Assessment (Harry Potter v Voldemort) • Descriptive writing – write an account of Aslan’s resurrection

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	<p>acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11.</p> <ul style="list-style-type: none"> • • Development of knowledge of stock characters and archetypes and how Shakespeare uses and subverts these feeds forward to the study of Shakespeare in all years and GCSE • Development of understanding of how Shakespeare was influenced by the Bible and Myths and Legends and how he, in turn, influenced future writing feeds forward to AO1, 2, 3 and 4 in GCSE criteria • Historical context of Protestant and Catholic tensions and the Monarchy and how this influenced Shakespeare feeds forward to AO3 in GCSE criteria 		
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