

<h1>English Year 7</h1>	<p>Curriculum Intent: In year 7 students will study three key texts spanning a wide breadth of context and an introduction to Shakespeare looking at a range of plays and extracts. Contextual knowledge will be interleaved with key information relevant to each text, such as themes and characters, alongside a study of knowledge which is transferable and relevant for future learning such as how to write about the theme or understanding Shakespeare's language. Spaced learning will occur through a cycle of lessons focusing on the four key areas of fiction, non-fiction, writing and poetry, linked thematically to the overarching text studied that term. Students will make links between these areas to develop their understanding of writers' methods and how a writer creates meaning. A range of skills will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next unit, allowing teachers to focus on skills which may need more practice.</p>																				
	<h2>Term 1</h2>				<h2>Term 2</h2>				<h2>Term 3</h2>												
Main Text	The Play – <i>Dracula</i> or <i>Frankenstein</i>				The Novel – <i>Oliver Twist</i>				Shakespeare – <i>An Introduction to Shakespeare</i> and a contemporary novel												
Knowledge	To include: characters, plot, themes, structure, context, stagecraft and writer's methods.				To include: characters, plot, themes, structure, context and writer's methods.				To include: characters, plot, themes, structure, context, stagecraft and writer's methods.												
Interleaved Units	Unseen non-fiction	Unseen fiction	Fortnightly writing challenge	Creation and Identity Poetry	Unseen non-fiction	Unseen fiction	Fortnightly writing challenge	Poetry - Discrimination	Unseen non-fiction	Unseen fiction	Fortnightly writing challenge	Poetry through writing									
Knowledge	Content, meaning, purpose, writer's methods	Content, meaning, purpose, writer's methods	A variety of fiction / non-fiction writing techniques (focus on spelling and punctuation)	Content, poetic form, meaning, context, poetic techniques	Content, meaning, purpose, writer's methods	Content, meaning, purpose, writer's methods	A variety of fiction / non-fiction writing techniques (focus on sentence structure and vocabulary)	Content, poetic form, meaning, context, poetic techniques	Content, meaning, purpose, writer's methods	Content, meaning, purpose, writer's methods	A variety of fiction / non-fiction writing techniques (focus on paragraphing and structure)	Content, poetic form, meaning, context, poetic techniques									
Understanding	Through the overarching context of creation and identity, links will be made between texts and writers' 'big ideas'. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.				Through the overarching context of poverty, links will be made between texts and writers' 'big ideas'. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.				Through the overarching context of comedy, links will be made between texts and writers' 'big ideas' on relationships and mistaken identity. There will be a clear focus on developing an understanding of how writers create textual meaning through the methods they use and the opportunity for students to articulate this understanding through writing.												
Skills	Structure and coherence	Spelling, punctuation and grammar	Applying context	Using evidence	Analysing technique	Awareness of impact	Listening, discussing and presenting	Structure and coherence	Spelling, punctuation and grammar	Applying context	Using evidence	Analysing technique	Awareness of impact	Listening, discussing and presenting	Structure and coherence	Spelling, punctuation and grammar	Applying context	Using evidence	Analysing technique	Awareness of impact	Listening, discussing and presenting
Assessment	Reading: How is the monster presented in...?				Reading: How is the character of Bill Sykes presented?				Reading: How does Shakespeare present the comic character of...?												
	Writing: Writing challenge from fortnight two - persuade				Writing: Writing challenge from fortnight three - narrative.				Writing: Writing challenge from fortnight three - description.												