

Themes:	Transition Project	The origin of stories	Stories around the world.	Stories around the world.	Canonical stories
English: Year 7	<b>Unit 1:</b> <i>My Arch Enemy is a Brain in the Jar.</i>  <b>Autumn 1 (7 weeks)</b>	<b>Unit 2:</b> Greek Mythology  <b>Autumn 2 (6 weeks)</b>	<b>Unit 3:</b> Poetry around the world.  <b>Spring 1 (6 weeks)</b>	<b>Unit 4: Class Novel:</b> <i>The Breadwinner</i>  <b>Spring 2 (7 Weeks)</b>	<b>Unit 5:</b> <i>The Tempest</i>  <b>Summer term</b>
<b>Core knowledge</b>	<p>Students will continue their work from Year 6 with the National Literacy Trust and Dorset Council in the first half-term of Year 7.</p> <p>On arrival, all students will bring with them the same piece of work from Primary school. This will be used to showcase prior knowledge and skill level.</p> <p>They will use the text as their in class novel and will study the conventions of story writing and use of vocabulary for the first half-term.</p> <p><b>Key vocabulary</b></p>	<p>Students will be introduced to the concept of ‘stories with a message’ and will develop their comprehension and inference skills. Furthermore, they will be using the rest of <i>My Arch Enemy is a Brain in the Jar</i> as their class novel during starters/reading lessons.</p> <p><b>They will need to know:</b></p> <ul style="list-style-type: none"> <li>• The definition of inference and have practice developing this skill.</li> <li>• The meaning of metaphor, simile, and personification</li> </ul>	<p>Students will be engaging with poetry from many different cultures. They will be encouraged to consider the cultural contexts of each poem and explain how it shapes the meaning.</p> <p><b>They will need to be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify poetic terms: enjambment, caesura, rhyme and rhythm.</li> <li>• Explain how the context of the poem influences the meaning.</li> <li>• Compare poetic form and structure.</li> </ul> <p><b>Key vocabulary</b> Culture Poverty Patriotism</p>	<p>Students will be reading a full-length novel exploring some of the themes from the previous unit. They will be exploring narrative structure and the creation of character.</p> <p><b>They will need to know:</b></p> <ul style="list-style-type: none"> <li>• How to create a three-dimensional character.</li> <li>• The context of the novel and how this impacted the writer.</li> <li>• How writer’s use language to impact the reader.</li> </ul> <p><b>Key vocabulary</b> Context Trauma</p>	<p>Students will be reading the full play and analysing small sections of the text. Their focus will be on comprehension and exposure to the traits of Shakespearean plays.</p> <p><b>Students will need to be able to:</b></p> <ul style="list-style-type: none"> <li>• Decode Shakespearean language.</li> <li>• Comprehend the relationships between the characters.</li> <li>• Explore how individual words and phrases change our view of characters</li> <li>• Understand the context of the play and the influence of King James I.</li> </ul> <p><b>Key vocabulary</b> Jacobean Betrayal Affection</p>

	Futuristic Fantastical Humorous Confrontation Loyalty Ominous Consciousness	<ul style="list-style-type: none"> <li>The definition of allegory and will be able to explain how this applies to the myths.</li> </ul> <p><b>Key vocabulary</b> Narcissism Morality Avarice Allegory Barbaric Wrath</p>	Tyranny Democracy Dictatorship Discrimination	Stereotype Patriarchal Compassion Heroism Perception Facade Hierarchy	Coerced Malicious Empathy
<b>ATL/ Academy Links</b>	<b>Demos Kratos</b> – Origin of Stories Democracy and debate	<b>Demos Kratos</b> – Origin of Stories Democracy and debate	<b>Protest!</b> Poetry and transactional writing*	<b>Protest!</b> Poetry and transactional writing*	<b>Shakespeare</b> - re-Designed ** Students studying R&J light-touch in ATL
<b>KS4 Curriculum Links</b>	<b>Study of the novel – <i>Jekyll and Hyde</i> and <i>A Christmas Carol</i> (Y10/Y11)</b>	<b>Extracts (Language Paper 1)</b> <b>Non-fiction (Language Paper 2)</b> <b>Creative Writing (Language Paper 1 – Section B)</b>	<b>Language Paper 2 – Extracts (Y11)</b> <b>Power and Conflict Poetry (Y10/Y11)</b>	<b>Culture and Conflict (P&amp;C) Y11</b> <b><i>An Inspector Calls</i> (Y10)</b>	<b><i>Romeo and Juliet</i> (Y11)</b> <b><i>Macbeth</i> (Y11)</b>
<b>Recommended Reads</b>	<a href="#"><u>Year 7</u></a>	<a href="#"><u>Year 7</u></a>	<a href="#"><u>Year 7</u></a>	<a href="#"><u>Year 7</u></a>	<a href="#"><u>Year 7</u></a>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Comprehension of texts and the form of the novel</li> <li>Analysis of authorial message and intent</li> <li>Inference</li> <li>Language analysis</li> <li>Creation of narrative</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension of texts and the form of the short story</li> <li>Analysis of authorial message and intent</li> <li>Inference</li> <li>Language analysis</li> </ul>	<ul style="list-style-type: none"> <li>Investigating cultural contexts (AO3)</li> <li>Analysis of language (AO2)</li> <li>Use and understanding of subject terminology and methods</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the novel form</li> <li>Inference</li> <li>Language Analysis</li> <li>Use of structure to inform meaning</li> <li>Understanding cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>Contextual understanding of Shakespeare and Jacobean society</li> <li>Analysis of language</li> <li>Comprehension of language and structure</li> </ul>

			<ul style="list-style-type: none"> <li>• Making links and comparisons across texts</li> </ul>		
<b>Challenge</b>	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding	Students will be challenged through use of questioning and 'big questions' present within the lessons focussing on higher-level ideas around author intention and cultural understanding
<b>Assessment</b>	<p><b>Core knowledge assessment Quiz.</b></p> <p><b>Spelling and reading tests will be taking place this half term.</b></p>	<p><b>Core knowledge assessment – AP1</b> Assessment testing the core skills /20</p> <p>Staff use progress grids to stick in books and record scores on the relevant data sheet– links to developing, secure, advanced and exceptional.</p>	<p><b>Core knowledge assessment – AP2</b> Assessment testing the core skills /20</p> <p>Staff use progress grids to stick in books and record scores on the relevant data sheet– links to developing, secure, advanced and exceptional.</p>	<p><b>Core knowledge assessment – AP3</b> Assessment testing the core skills /20</p> <p>Staff use progress grids to stick in books and record scores on the relevant data sheet– links to developing, secure, advanced and exceptional.</p>	<p><b>Core knowledge assessment – AP4</b> Assessment testing the core skills /20</p> <p>Staff use progress grids to stick in books and record scores on the relevant data sheet– links to Developing, Secure, Advanced and Exceptional.</p> <p><b>EoY exam will take place here.</b></p>