

Themes:	Transition Project: Heroes	The origin of stories	Stories around the world.	Stories around the world.	Stories around the world.	Canonical stories
English : Year 7	Unit 1: Creative Writing: Superheroes! Autumn 1 (5	Unit 2: Greek Mythology Autumn 2 (8	Unit 3: Poetry around the world. Spring 1 (6 weeks)	Unit 4: Class Novel: The Breadwinner	Unit 5: Class Novel: The Breadwinner	Unit 6: The Tempest
	weeks)	weeks)		<mark>Spring 2 (</mark> 7 Weeks)	Summer term 1 (6 weeks)	Summer term 2 (7 weeks)
Core knowledge	Students will be using their study of the class novel in Primary school as inspiration for their own creative writing here at Budmouth. Students will be looking at different approaches to crafting a narrative, alongside experimenting with structure. Students will be drafting their work over a series of lessons concluding in awards being handed out for the most creative stories.	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</i> <i>Enemy is a Brain in</i> <i>the Jar</i> as their class novel during starters/reading lessons. They will need to know: • The definition of inference and have practice developing this skill.	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. They will need to be able to: • Identify poetic terms: enjambment, caesura, rhyme and rhythm. • Explain how the context of the poem influences the meaning.	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. They will need to know: • How to create a three-dimensi onal character. • The context of the novel and how this impacted the writer.	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. They will need to know: • How to create a three-dimensi onal character. • The context of the novel and how this impacted the writer.	 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. Students will need to be able to: Decode Shakespearean language. Comprehend the relationships between the characters. Explore how individual words and phrases change our view of characters Understand the context of the



	They will need to know: Different approaches to crafting a narrative. How to use a wide variety of punctuatio n and sentence structures. Key vocabulary Structure Engaging Narrative Metaphor Simile Personification	 The meaning of metaphor, simile, and personification The definition of allegory and will be able to explain how this applies to the myths. Key vocabulary Narcissism Morality Avarice Allegory Barbaric Wrath 	Compare poetic form and structure. Key vocabulary Culture Poverty Patriotism Tyranny Democracy Dictatorship Discrimination	 How writer's use language to impact the reader. Key vocabulary Context Trauma Stereotype Patriarchal Compassion Heroism Perception Facade Hierarchy 	 How writer's use language to impact the reader. Key vocabulary Context Trauma Stereotype Patriarchal Compassion Heroism Perception Facade Hierarchy 	play and the influence of King James I. Key vocabulary Jacobean Betrayal Affection Coerced Malicious Empathy
ATL/ Academy Links	Demos Kratos – Origin of Stories Democracy and debate	Life Love and Loss	Life Love and Loss		Tomorrow's world: technology	Shakespeare - re-Designed
KS4 Curriculum Links	Creative Writing (Language Paper 1 – Section B)	Extracts (Language Paper 1) Non-fiction (Language Paper 2) Creative Writing (Language Paper 1 - Section B)	Language Paper 2 – Extracts (¥11) Power and Conflict Poetry (¥10/¥11)	Culture and Conflict (P&C) Y11 An Inspector Calls (Y10)	Culture and Conflict (P&C) Y11 An Inspector Calls (Y10)	Romeo and Juliet (Y11) Macbeth (Y11)
Recommen ded Reads	Year 7	<u>Year 7</u>	<u>Year 7</u>	<u>Year 7</u>	<u>Year 7</u>	<u>Year 7</u>



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Skills	 Use of structure to inform meaning Creation of narrative Effective planning and plotting of narrative 	 Comprehension of texts and the form of the short story Analysis of authorial message and intent Inference Language analysis 	 Investigating cultural contexts (AO3) Analysis of language (AO2) Use and understanding of subject terminology and methods Making links and comparisons across texts 	 Understanding of the novel form Inference Language Analysis Use of structure to inform meaning Understanding cultural contexts 	of the novel form Inference Language Analysis Use of structure to inform meaning Understanding cultural contexts	 Contextual understanding of Shakespeare and Jacobean society Analysis of language Comprehension of language and structure
Challenge	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	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
Assessment	Spelling and reading tests will be taking place this half term.	Core knowledge assessment – AP1 Assessment testing the core skills /20 Staff use progress grids to stick in books and record scores on the relevant data sheet– links to	Core knowledge assessment – AP2 Assessment testing the core skills /20 Staff use progress grids to stick in books and record scores on the relevant data	>	Core knowledge assessment – AP3 Assessment testing the core skills /20 Staff use progress grids to stick in books and record scores on the	End of Year Exams



developing, secure, advanced and	sheet– links to developing,	relevant data sheet– links to
exceptional.	secure, advanced	developing,
	and exceptional.	and exceptional.