

KAA Curriculum Overview	English	Year 7		EOY Exam	Sequencing and Progression	
<p>Rationale Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</p> <p>The Year 7 curriculum aims to introduce students to the core knowledge they will need in order to understand and analyse each of the text types that make up the English curriculum: novels, poetry, speeches, and plays. The texts studied have been carefully chosen to both challenge and inspire students by exposing them to a broad range of different genres and voices both traditional and modern.</p> <p>Students begin the year by studying a children’s novel - Michael Morpurgo’s <i>Private Peaceful</i>. This scheme of work aims to introduce students to the novel form and equip them with a secure knowledge of the ‘building blocks’ of what makes up a novel; character, plot, structure and theme. The unit will also build on the reading and writing skills that students have acquired at primary school, ensuring that students can read aloud with fluency, form inferences about a complex text, and write and punctuate sentences correctly using a range of connectives. After the autumn term assessment, students will study the poetry of WW1, developing their ability to understand the links between different texts as well as beginning to understand a new form which they will study in more depth in the spring term.</p> <p>In the spring term, students will move on to the ‘voices and choices’ scheme of work. In Spring 1, they will study a range of modern poems, considering the key question: ‘can poetry challenge prejudice?’ This unit is designed to ignite an interest and engagement with poetry through a thematic unit that focuses on contemporary social issues. A key focus is debunking negative perceptions of poetry and promoting a sense of independence, positivity and resilience to approach poetry, setting them up for unseen poetry tasks in KS4. In addition to this, this unit will provide students with the opportunity to know, understand, and analyse writers’ methods with a focus on the basics of figurative language and poetic structure. Unlike the <i>Private Peaceful</i> unit which focuses more on AO1 (making a clear argument and giving thoughtful inferences) and AO3 (linking texts to their contexts), this unit introduces the key knowledge and skills that students need for developing AO2 up to GCSE (analysing the use and effect of methods).</p> <p>Following this, students will move on to their first non-fiction unit of work, which focuses on letters and speeches written by inspiring women across time. Again, this unit of work aims to promote engagement and understanding of contemporary social issues, stressing the importance of empathy in debates about social issues. The writing component of this unit is creative rather than analytical; students will use the speech anthology as inspiration for writing their own speech. Writing lessons will focus on teaching the basics of rhetoric; including logos, pathos and ethos, as well as technical skills such as planning an argument, writing a topic sentence, and using examples to support ideas.</p> <p>In the summer term, students study their first Shakespeare play: a <i>Midsummer Night’s Dream</i>. This unit of work again introduces the core concepts for the study of Shakespeare that students will build upon throughout their school career. This includes: understanding Shakespeare and the time in which he was writing; understanding gender relationships in Elizabethan England; knowing the differences between comedies and tragedies; understanding the difference between script and performance; being able to understand and enjoy the richness of Shakespeare’s language with a focus on word choice and metaphor. This unit will also allow students to develop on their analytical writing skills by combing the three AOs and thus allowing students to construct more developed paragraphs.</p>				<p><i>What content and skills will be assessed in the EOY exam?</i></p> <p>In Section A, students are assessed through multiple-choice questions on their knowledge of the key vocabulary and grammar skills explicitly embedded throughout the year.</p> <p>In Section B, students are assessed on their ability to write a simple version of a ‘GCSE style’ essay response, including a simple introduction and a minimum of three analytical paragraphs. Students are expected to respond to a question about the relationships between characters, linking their analysis of an unseen extract to scenes in the play as a whole. Students are assessed on their ability to form clear arguments which answer the question (although may not be linked). They also need to show that they can select and embed relevant and well-chosen textual evidence, make clear inferences from their evidence, analyse Shakespeare’s word choices, and evaluate the writer’s intention in relation to the themes of the play e.g. patriarchy, true love, conflict.</p> <p>Link to model exam papers here.</p> <p>https://drive.google.com/drive/folders/1H0dl_qjpeZZqpuEaCS6RRhnGqsTZiQPG</p>	<p><i>How does this year build on what they’ve learnt last year?</i></p> <p>This scheme of work builds upon the extensive comprehension and grammar work students will have done at primary school by shifting the focus from multiple-choice and short answers to using correct grammar and punctuation in the context of longer, more developed pieces of writing.</p>	<p><i>How will it benefit them as they move forward next year?</i></p> <p>Students’ study of <i>Private Peaceful</i> will prepare them for the more challenging study of <i>The Ruby</i> in <i>The Smoke</i> next year, a unit which will require them to write a more developed essay on a novel including more developed links between paragraphs. They will also re-visit the ideas and vocabulary taught in this unit to aid their analysis of <i>Power and Conflict</i> poems at GCSE.</p> <p>In term 2, the ‘<i>Diverse Voices</i>’ scheme of work also introduces students to the basic concepts they need to be able to analyse poetry, whilst the ‘she speaks’ unit develops the transactional writing skills that they will build upon in Year 8 and beyond.</p> <p>Finally, by studying ‘<i>A Midsummer Night’s Dream</i>’, students will learn ideas about Shakespeare and his context which they will need for their study of ‘<i>Romeo and Juliet</i>’ and later ‘<i>Macbeth</i>’.</p>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview	https://docs.google.com/document/d/1YJRL1lwknDG7SMMguT_oCP4JDPj175I/edit https://docs.google.com/document/d/1GDsAacRUBCCY1a2VXd9aV9_nwQNmf dSbqTE78CtrYI8/edit					

<p>Topic studied & Fertile Question</p>	<p>‘Private Peaceful’ by Michael Morpurgo</p> <p>FQ: Is it possible to steal a childhood?</p>	<p>Diverse Voices - Poetry Anthology</p> <p>FQ: Can poetry challenge prejudice?</p>	<p>She Speaks</p> <p>FQ: Why should we all be feminists?</p> <p>Non-fiction reading and writing assessment</p>	<p>A Midsummer Night’s Dream</p> <p>FQ: Does the course of true love ever run smooth? Q: Starting with the extract, how does Shakespeare present love in AMSND?</p>
<p>Post-Assessment Topic</p>	<p>War Poetry</p> <p>FQ: Can war inspire Creativity?</p> <p>After the assessment, students will develop their understanding of WWI writing by drawing links between Private Peaceful and well-known WWI poetry including ‘Who’s for the Game’ and ‘Dulce et Decorum Est.’ They will finish the term by writing their own poem about a key moment from Private Peaceful.</p>		<p>Students will finish off the term by practising their public speaking skills in a series of lessons leading up to a final performance of their assessment speech.</p>	<p>Creative Writing: Magical settings.</p> <p>In their creative writing, students will consider other descriptions of places by analysing descriptions from The Hobbit and other magical and mythical worlds. They will then create their own description of an image</p>
<p>Adjustments following last assessments / evaluation.</p>	<p>Following teacher evaluation, the assessment for Private Peaceful will now focus mainly on AO1 and AO3, with students not being expected to include detailed, technical language analysis until the next scheme of work. This is in order to allow more time to elicit personal responses from students and avoid over-preparing them for the assessment. Additionally, given the large amount of reading in this scheme of work, there are now lessons devoted entirely to discussion and writing to ensure students have plenty of time to practice constructing sentences and paragraphs. Key outcome for the scheme of work should now be students being able to express their own opinion clearly.</p>	<p>Following teacher evaluation, the anthology needs to be updated to ensure all poems are accessible and relevant. ‘Big Writes’ should focus on developing AO2, but need to be sequenced so as to build students up to writing a full response. Each poem should be used as a vehicle to teach a specific poetic technique rather than overloading students with multiple techniques in every poem. Time should be given over in lessons to explaining what the poetic technique is, what examples of it look like and what effect/idea it is most commonly used to convey (e.g. enjambment = lack of control or restraint/outpouring of emotion)</p>	<p>Assessment happens in Week 4 – is this too soon? How can we adapt the scheme of work/assessment to ensure students have had enough learning time in the lead-up.</p>	<p>Ensure the focus on power and relationships runs throughout the whole SoW.</p>
<p>Key knowledge and skills students need to have gained by the end of the unit</p>	<p>Knowledge: What is a novel: plot structure, protagonist, author, narrator (first person and effects), character arc; key themes; text as a construct; historical fiction genre.</p> <p>Skills: Forming a personal interpretation; making thoughtful inferences; selecting appropriate quotations; explaining opinion; context as inspiration.</p> <p>Vocabulary: Critical: suggests, implies, presents Academic: defiance, propaganda, patriotism, tyrant, futile, despair, cowardice, courageous, brutality, justice Grammar: accurate spelling of author name and key vocabulary; capital letters; full stops and commas; (in)dependent clauses/full sentences/avoiding fragments; embedding evidence using quotation marks, connectives.</p>	<p>Knowledge: Poetic form and poetic devices; approaching a poem independently; injustice and diversity in modern society..</p> <p>Skills: Repeat Autumn term skills. In addition: close reading skills, annotation, writing a simple ‘HOW’ section (AO2).</p> <p>Vocabulary: Critical: Exposes, highlights. Academic: prejudice, oppression, exploitation, vulnerability, victim, hierarchy, empowerment, authority Technical: poetic structure, stanza (regular vs. irregular), rhyme scheme, speaker. Poetic techniques: connotations, imagery, simile, personification. Effect of language choices on reader Grammar: embedding single words from quotations; word types (identification, some</p>	<p>Knowledge: Approaching and comprehending a speech; linguistic devices and structures used by writers; Women’s voices and empowerment through time (Wollstonecraft, Pankhurst, Truth, Mathai)</p> <p>Vocabulary: Technical: imagery, cyclical, repetition, allegory, anecdote, case study Academic: inspirational, formidable, transformational, suffragette, resilience, sacrifice</p> <p>Skills: Non-fiction writing skills including ... understanding tone, audience and purpose; planning an argument; choosing, creating and breaking down a clear argument into paragraphs; using a clear PEE structure</p> <p>Grammar:</p>	<p>Knowledge: Life in Elizabethan England; life in ancient Athens; Shakespeare’s life; the form of a play, tragedy and comedy.</p> <p>Vocabulary: Technical: conventions of comedy; soliloquy, asides, sub plot. (dialogue, setting, character, ending/resolution)</p> <p>Academic: conflict, patriarchy, rational/irrational, absurdity, humiliation, equality, oppressive, obedience, unrequited, control, harmony, true love</p> <p>Grammar focus: apostrophes (ownership, contraction); contrasting connectives (in contrast, conversely); semi colons; Fronted clauses (prepositional; additional info); tense, person and number agreement</p>

	<p>.</p>	<p>manipulation); ordering and developing connectives (furthermore, moreover, additionally) Writing: writing a clear 'how' section; writing a simple analytical conclusion</p>	<p>developing connectives (furthermore, moreover, additionally); fronted adverbials; modal verbs (must, will, should); colons for persuasion/impact</p>	<p>Skills: Repeat Aut 2 and Spr 1 skills. In addition: planning a whole essay and writing about different parts of a play.</p> <p>Creative Writing Unit:</p> <p>Knowledge: Fantasy genre; story structure; setting; character; plot.</p> <p>Grammar focus: apostrophes (ownership, contraction); contrasting connectives (in contrast, conversely); semi colons; Fronted clauses (prepositional; additional info); tense, person and number agreement</p> <p>Skills: creating atmosphere through setting/ imagery; sustaining/ changing atmosphere; 'the rule of I'; using verbs, similes, metaphors and personification for effect</p> <p>Knowledge: Fantasy genre; story structure; setting; character; plot.</p> <p>Grammar focus: apostrophes (ownership, contraction); contrasting connectives (in contrast, conversely); semi colons; Fronted clauses (prepositional; additional info); tense, person and number agreement</p> <p>Skills: creating atmosphere through setting/ imagery; sustaining/ changing atmosphere; 'the rule of I'; using verbs, similes, metaphors and personification for effect</p>
<p>How is understanding assessed at the end of the unit?</p>	<p>Written Assessment at the end of Autumn 2</p> <p>Section A: multiple choice and short answer questions focusing on</p> <ul style="list-style-type: none"> - Core, transferrable knowledge - Grammar - Extract analysis <p>Section B: extended writing - How does Michael Morpurgo present Tommo's experience of War?</p> <p>Assessing Ao1 and Ao3</p>	<p>Written Assessment at the end of Spring 2</p> <p>Section A: multiple choice and short answer questions focusing on</p> <ul style="list-style-type: none"> - Core, transferrable knowledge - Grammar - Extract analysis <p>Section B: extended writing assessing AO5 and AO6.</p>	<p>Final Written Assessment</p> <p>Section A: multiple choice and short answer questions focusing on</p> <ul style="list-style-type: none"> - Core, transferrable knowledge - Grammar - Extract analysis <p>Section B: extended writing - How does Shakespeare present relationships in AMSD?</p> <p>Assessing Ao1, Ao2 and Ao3</p>	