**English Year 7 Curriculum Overview**

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|  | **Autumn** | | | | | | | | | | | | | | **Spring** | | | | | | | | | | | | | | | **Summer** | | | | | | | | | | |
| **Topic** | **Journeys and Resilience** | | | | | | | | | | | | | | **Heroes Through Time** | | | | | | | | | | | | | | | **Good Vs. Evil** | | | | | | | | | | |
| Novel  Study | | | | | | | | Descriptive  Writing | | | | | | Non-Fiction  Reading | | | | | | | | Non-Fiction  Writing | | | | | | | Shakespeare’s Villains | | | | | | Narrative  Writing | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 1 | | 2 | 3 | 4 | 5 | 6 | 1 | | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 |
| **Critical Prior Knowledge** | **Expectation from KS2:**   * Reading for meaning * Basic inference skills * Identification of figurative lang. * Predictions * Summarising | | | | | | | | **Expectation from KS2:**   * Planning / drafting * Evaluating * Proof reading * Effective use of commas, brackets, colons, bullet points, hyphens, dashes * Perfect / modal verbs * Clauses | | | | | | **Expectation from KS2:**   * Understanding different text types * To be able to retrieve and record information   **Expectations from Autumn term:**   * Explicit and implicit info * Comprehension * Inference | | | | | | | | **Expectation from KS2:**   * Planning / drafting * Evaluating * Proof reading   **Expectations from Autumn term:**   * Structuring writing * Combining skills * Writing from perspectives | | | | | | | **Expectations from Autumn term:**   * Inference skills * Comprehension * Themes and ideas * Setting * Plot * Character * Conventions of a villain | | | | | | **Expectations from Autumn term:**   * Proof reading * Slow zoom * Sensory Lang * Sentence Starters * Figurative language * Show, don't tell | | | | |
| **Overall Intent**  **(Big ideas and key concepts)** | Whole novel study focusing on the themes of journeys and resilience.   * Explicit and implicit information * Comprehension * Inference * Themes and Ideas | | | | | | | | The foundations of descriptive writing.   * To understand effective descriptive writing and be able to emulate it. * Key knowledge to develop throughout KS3 and beyond | | | | | | Exploring elements of non-fiction via the focus of heroes from across the world.   * Speech * Article * Letter | | | | | | | | The foundations of non-fiction writing.   * Article writing * Audience * Purpose * Persuasive techniques | | | | | | | Extract study of Shakespeare’s Villains.  - character conventions  - Contextual knowledge  - Shakespearian language  - Themes | | | | | | To develop skills learnt in the Autumn term and be able to write a narrative piece. Understand the story structure and importance of narrative writing features. | | | | |
| **Essential**  **Knowledge milestones**  **(What students must master)** | **Propositional Knowledge**   * Plot * Character * Setting * Themes * Narrative Perspective * Narrative Structure   **Procedural Knowledge**   * Reading for meaning * Selecting and retrieving quotations * Inference | | | | | | | | **Propositional Knowledge**   * Slow zoom * Sensory Lang * Sentence Starters * Figurative language * Show, don't tell   **Procedural Knowledge**   * Structuring writing * Combining skills * Writing from perspectives * Planning * Proof reading | | | | | | **Propositional Knowledge**   * Genre * Audience * Purpose * Article * Letter * Speech   **Procedural Knowledge**   * Reading for meaning * Selecting and retrieving quotations * Inference * Developing explanations | | | | | | | | **Propositional Knowledge**   * Genre * Audience * Purpose * Persuasive techniques   **Procedural Knowledge**   * Effective use of persuasive techniques * Writing for purpose * Planning * Proof reading | | | | | | | **Propositional Knowledge**   * Prologue * Protagonist * Antagonist * Monologue * Soliloquy * Dramatic irony * Iambic Pentameter * Prose   **Procedural Knowledge**   * Reading for meaning * Selecting / retrieving quotations * Inference * Developing opinions * Developing analysis * Developing explanations * Developing comparisons * Evaluating skills | | | | | | **Propositional Knowledge**   * Narrative voice and perspective * Use of direct speech * Narrative Structure * Characterisation   **Procedural Knowledge**   * Structuring writing * Combining skills * Writing from perspectives * Planning * Proof reading | | | | |
| **Cultural Capita** | Exposure to a range of writers from different backgrounds. Exploring characters who present resilience and overcome adversity.  The ability to share ideas, listen and discuss.  To be introduced to new vocabulary.  Key themes to inspire and motivate. | | | | | | | | Exploring images as stimuli. Discussion rich lessons.  Skills for progression throughout KS3/4/5.  The ability to share ideas/  Key themes to inspire and motivate.  New vocabulary. | | | | | | Exposure to a range of heroic people throughout history. Exploring historical and political significance through non-fiction study. | | | | | | | | Discussion and exploration rich lessons. Skills in research. Learning about the media and persuasive techniques throughout non-fiction texts. | | | | | | | Shakespeare! Historical context – colonialism; Jacobean / Elizabethan eras; patriarchal society. | | | | | | To understand the difference in writing forms. Explore stories of interest and engage in discussion.  Develop creativity and flair. | | | | |
| **Mode of Retrieval** | **Week 4:**  Core knowledge quiz  **Week 7:**  End of unit assessment  “How does the writer…”  **Additional**:  KO based homework tasks / self-quizzing | | | | | | | | **Week 3:**  Core knowledge quiz (not reported)  **Week 4:**  Extended piece of descriptive writing  **Additional:**  KO based homework tasks / self-quizzing | | | | | | **Week 4:**  Core knowledge quiz  **Additional:** KO based homework tasks / self-quizzing | | | | | | | | **Week 2:**  Core knowledge quiz  **Week 4:**  End of unit assessment  Article  **Additional**:  KO based homework tasks / self-quizzing | | | | | | | **Week 4/5:**  End of unit assessment  “Evaluation: How far do you agree...”  **Additional**:  KO based homework tasks / self-quizzing | | | | | | **Week 2:**  Core knowledge quiz  **Week 4:**  End of unit assessment  Picture inspired narrative writing  **Additional**:  KO based homework tasks / self-quizzing | | | | |
| **ECC Student Characteristics** | Respectful / Tolerant / Empathetic  Resilient / Aspirational  Knowledgeable / Skilled/ Reflective | | | | | | | | Confident / communication / information recall / reflective | | | | | | Respectful / Tolerant / Empathetic  Knowledgeable / Skilled/ | | | | | | | | communication / reflective / Knowledgeable / Skilled | | | | | | | Empathetic  Knowledgeable / Reflective | | | | | | Confident / reflective / skilled / resilient | | | | |
| **Connection to future learning**  **(When is this developed / revisited)?** | Procedural knowledge in Spring term; Propositional knowledge in Shakespeare study Y7 Summer term, revisits core concepts. Play study Y8 and novel study Y9 develops all procedural knowledge.  Knowledge Interleaving: N/A | | | | | | | | Narrative writing unit Y7 Summer builds on core concepts. Short story writing Y8 and Writing Fiction in Y9.  Knowledge Interleaving: N/A | | | | | | Propositional knowledge at year 8 and year 9 non-fiction study.  Procedural knowledge in Summer term and into Year 8/9 also.  Knowledge Interleaving: Descriptive Writing | | | | | | | | Propositional and knowledge at year 8 and year 9 non-fiction study.  Procedural knowledge in Summer term and into Year 8/9 also.  Knowledge Interleaving: Descriptive Writing | | | | | | | Propositional knowledge at year 8 play study and year 9 Shakespeare study.  Procedural knowledge in reading skills in Y8/9.  Knowledge Interleaving: Non-fiction | | | | | | Propositional knowledge at year 8 short story unit and year 9 creative writing.  Procedural knowledge in writing skills in Y8/9.  Knowledge Interleaving: Non-fiction | | | | |