

Year 7 English Curriculum Overview

HALF TERM 1 & 2		
ORIGINS OF LITERATURE	<p>Students will know/learn:</p> <ul style="list-style-type: none"> - Character archetypes: hero/villain as protagonist and antagonist. - The hero's journey - Literary origins of heroes/villains in myths. - How to craft descriptions of characters How to actively read a text - What good description looks like - How to improve their writing 	<p>This scheme develops - knowledge and understanding of Greek mythology and the features of narrative voice/character. Students will appreciate the cultural impact of seminal literature in addition to consolidating foundational skills for accurate and effective writing and inference and comprehension when reading texts.</p> <p>This unit is taught now because it builds/recaps on the skills that they have been taught at primary school such as adjectives, sentence structures, imagery and close reading. It is a good opportunity for teachers to learn about students' areas of strength and particular needs through baseline assessments. This topic introduces the idea of context, has engaging characters and plots and develops an understanding of vocabulary, narrative, morals and structure for novel study in future units. Reading and writing tasks build on those taught though the Transition unit.</p>
HALF TERMS 3 & 4		
<p>COMING OF AGE (TREASURE ISLAND)</p>	<p>Students will know/learn:</p> <ul style="list-style-type: none"> - Character archetypes: hero/villain as protagonist and antagonist. - How the novel Treasure Island fits into the 'coming of age' genre. - The literary tradition and context of Robert Louis Stevenson's writing. - How writers structure their stories for impact. - The difference and impact between narrative viewpoints. - How to write persuasively. 	<p>This scheme develops knowledge and understanding of the adventure genre, 19th century fiction and narrative form and structure.</p> <p>This unit is taught now because it continues to develop understanding of narrative voice and structure, plot, context and complex vocabulary. By reading the whole text, students are extending their reading enjoyment, experience and confidence. The novel study provides opportunities for creative/persuasive writing, building on skills already developed and oracy through discussion and reading aloud. This unit helps to prepare students for the study of 19th century texts in Y8, 9 and KS4.</p>
HALF TERM 5		
<p>POETRY THROUGH THE AGES</p>	<p>Students will know/learn:</p> <ul style="list-style-type: none"> - The key conventions of poetry. - The historical and social context of the poems studied. - Why poets use specific structure/rhythm in their poems. - How poetry has changed/developed over time. 	<p>This scheme develops knowledge and understanding of poetic conventions, context and form.</p> <p>This unit is taught now because it recaps poetic features and introduces students to the themes and ideas behind a range of culturally significant poetry (such as Beowulf/Romanticism/Sonnets). The unit sets the foundations for the study of Conflict Poetry in Y8, Diverse Poetry in Y9 and GCSE Poetry.</p>
HALF TERM 6		
<p>A SUMMER OF SHAKESPEARE</p>	<p>Students will know/learn:</p> <ul style="list-style-type: none"> - The historical and cultural context of Shakespeare's writing. - The conventions of Shakespearean theatre. - An introduction to the genres of comedy/history/tragedy and their typical conventions. 	<p>This scheme develops knowledge and understanding of the playwright's context, significance and proliferation in culture.</p> <p>This unit is taught now because it builds knowledge in the language, theatre and form of Shakespeare, allows opportunities to build on ideas about form and metre and to develop oracy skills. Again, foundational knowledge is created for future Shakespeare study in Y8, Y9 and GCSE English Literature.</p>