



Key content – knowledge and skills		National Curriculum focus	
Autumn 1: Language Detectives <ul style="list-style-type: none"> To read a range of extracts from different forms, all on the theme of 'detectives'. To explore writers' use of characterisation and develop my own ability to create characters. To understand and develop the skills of inference and deduction and use these in a creative and analytical way. To practice my use of PEE(L) paragraphs To be able to pick out quotes as evidence and explain the effect of these on the reader. To study an extract from Conan Doyle's 'A Study in Scarlet' and compare it to the 2010 BBC adaptaion of Sherlock 		ER5 ER7 EW2 EGV5 EW5	
Autumn 2: Trash – a contemporary novel by Andy Mulligan (For Omega/Gamma classes at the teacher's discretion) <ul style="list-style-type: none"> To explore the writer's use of settings, character and themes in order to tell an exciting mystery story. To show understanding of what I'm reading by selecting words and phrases from the text. To show understanding of how the writer uses language for effect. To use a wide range of vocabulary in my own writing and develop my use of language devices. To explore the effect of first person narration. To analyse how tension is created in writing. To write convincingly as a character from the text. 		E1R1 ER8 EW1B ER1A	

Once – a novel by Moris Gleitzman (For Gamma/Alpha classes at the teacher's discretion)

- To explore the writer's use of settings, character and themes in order to tell an emotive journey.
- To show understanding of what I'm reading by selecting words and phrases from the text.
- To use a wide range of vocabulary in my own writing and develop my use of language devices.
- To explore the effect of first person narration.
- To analyse how tension is created in writing.
- To write convincingly as a character from the text.

**E1R1
ER8
EW1B
ER1A**

Spring 1:

Shakespeare's Feasts and Parties:

- To explore the context of Elizabethan England and theatrical traditions, and how Shakespeare fits into this context.
- Groups will study one Shakespeare play depending on their stream – Macbeth or Romeo and Juliet.
- To gain an overview of plot, characters, and themes of their play.
- To read and study in detail one scene from the play, analysing the language in terms of vocabulary choices and symbolism in particular.
- To plan and write an analytical essay in response to a focused question.

**ER4
ER1B
EW1A
ES4**

Spring 2:

An Introduction to Charles Dickens

- Investigating techniques used by writers to create atmosphere and describe places and characters and analysing these techniques.
- Using a 'writer's toolkit', including the 5 senses, to create atmospheric writing inspired by Charles Dickens.
- To use reading and listening skills to extract information about the context of Dickens and Victorian Britain.

**ER1A
ER6
ER4**

<ul style="list-style-type: none"> • To work in groups to investigate the language in a longer extract. • To explore 19th century non-fiction writing and practice GCSE English Language style questions. <p>Summer 1: <u>An Introduction to Poetry and Poetic Techniques</u></p> <ul style="list-style-type: none"> • To read a range of poetry, learning the different forms e.g. ballads, comic poems, performance poems • To rehearse and perform poetry, working on use of voice and movement • To be able to identify, use and analyse poetic techniques such as metaphors and simile • To write my own poetry in a range of forms and using a range of language techniques • To plan and write an analytical essay on Ted Hughes' 'The Warm on the Cold', looking at the use of imagery <p>Summer 2: <u>Sherlock Holmes and the Limehouse Horror – Philip Pullman</u></p> <ul style="list-style-type: none"> • To read a play by Philip Pullman, adapted from Arthur Conan Doyle • To use dramatic techniques to rehearse and perform parts of the play • To understand the dramatic form and use key words appropriately and in context • To use the play as a springboard for students' own creative writing, including non-fiction and fiction. 	<p>ES4 EW4 ER8 ER9 EW1B EGV3</p> <p>ER10 ER11 ER13 EW4 ES4 EGV2</p>
<p>Key assessment points</p> <p>Students will be assessed formatively through the year through verbal teacher feedback and book marking.</p> <p>Students are assessed summatively at the end of each unit:</p> <p>Autumn 1- Students write a mini essay, looking at the presentation of Sherlock Holmes' character in the original and modern adaptation of 'A Study in Scarlet'</p> <p>Autumn 2 – A creative writing assessment: students assessed on their ability to write as a character from 'Trash' or 'Once'</p> <p>Spring 1 – Students write a mini-analytical essay with a focus on a key scene from either Macbeth/Romeo&Juliet</p>	

Spring 2 – Students complete a comprehension assessment, using questions inspired by the AQA English Language paper 2

Summer 1 – Students write an essay analyzing the use of imagery in 'The Warm and the Cold'

Summer 2 – End of year assessment – a mock paper of AQA English Language Paper 1

The Connected Curriculum

Throughout the year, Year 7 will naturally make a range of connections to other subjects as they study a range of fiction and non-fiction texts. Specifically, we have designed 3 explicit links to other subjects. In Autumn 2, students study the novel *Once* and has strong links to History with the context of Nazi Persecution of the Jewish community and links to RS with the study of Judaism. In Spring, students study an introductory unit to Shakespeare and will enable them to draw on subject terminology learnt in Drama and apply this to writing about play texts. In the Summer term, while studying 'An Introduction to Poetry', students will make links to Art and consider the techniques they have learnt for exploring artwork. They will consider paintings on the theme of the seasons, which links to the poem 'The Warm and the Cold' by Ted Hughes.

Christian ethos

The Christian Faith has and continues to inspire many authors. Literature across the ages can re-tell but also re-imagine and make further sense of the Christian story. In doing so, literature which draws on Christian narratives, themes or symbolism can ask searching questions of the existence and the nature of God. We encourage our students to engage with these themes and ask spiritually provoking questions through their study of English Literature.

British values

British values will be inherently upheld and explored through the themes presented in our studied texts, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students in English will be encouraged to make connections between the texts, our society, and their own lives, and demonstrate British values as they discuss and write about Literature.