**Gateacre English Department Year 7 Curriculum 2021/22**

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|  | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
| Unit Title | Life narratives: autobiography& memoirText: Anthology of autobiographical writing*Let’s Think in English -* metacognition | Studying prose: exploring character Text: *The Good Thieves* by Katherine Rundell*Let’s Think in English -* metacognition | Studying poetry:creating meaningText: Anthology of Poetry about friendship*Let’s Think in English -* metacognition | Studying drama: who is Shakespeare & why is he so important?Text: *Romeo & Juliet**Let’s Think in English - metacognition* | Studying non-fiction: Inspirational Peoplereading strategies and identifying opinionTexts: range of non-fiction including information texts and journalism*Let’s Think in English -* metacognition | Using spoken language effectively -Come together -The Beatles & Our Cultural Heritage.Texts: Anthology of lyrics by The Beatles*Let’s Think in English -* metacognition |
| Knowledge | Understanding of autobiography as a form of writing and its purposeConventions of autobiographical writing Effective narrative writing structuresAlan Peat Sentence structuresUnderstanding & application of relevant & related vocabulary | Understanding the novel’s plot development, key themes and use of characterisationProse techniques and genre conventionsUnderstanding & application of relevant & related vocabulary | Understanding of the key ideas in a range of poetry about friendshipPoetic devices and how they create meaningUnderstanding & application of relevant & related vocabulary | Knowledge of Shakespeare the man, his importance to British culture, the English language and the English literary cannon.Historical context: Shakespeare’s globe, Elizabethan and Jacobean EnglandPlot, themes and characters in *Romeo & Juliet*Dramatic techniques and their effects.Understanding & application of relevant & related vocabulary | The influence of purpose, form and audience on how a text is constructed, read and received.A range of persuasive devices and their effectsUnderstanding & application of relevant & related vocabulary | Effective presentation devicesThe importance of the Beatles to both Liverpool and Britain’s cultural identityThe influence of popular culture on our livesLiverpool as a tourist destination – what is there to see and doUnderstanding & application of relevant & related vocabulary |
| Skills | Structuring narratives and recountsUsing a range of descriptive techniquesUnderstanding and using figurative devicesEmbedding KS2 SPaG knowledge into writing. | Writing an academic essay in response to a novelUsing evidence to support ideasAnalysis of literary techniques and how language is used to construct meaning. | The ability to explore poetry using ‘TO SMILE’Writing an academic essay in response to poetryUsing evidence to support ideasAnalysis of poetic techniques and how language is used to construct meaning. | Consideration of social and historical contexts and how they enhance our understanding of dramaWriting an academic essay in response to a playUsing evidence to support ideasAnalysis of dramatic techniques and their effects.How language is used to construct meaning. | Reading strategies for non-fiction texts including skimming and scanningSearching for and retrieving key informationAnalysing the effect of language and word choices on the reader. | Researching a topic and making a judicious selection of material to suit intended purpose and audience.Showing good awareness of purpose and audience in presenting Constructing an effective oral presentation Responding to questions effectively |
| Teacher assessment | Write an autobiographical account of an event from your life. | An essay analysing how the character of Steve is presented. | An essay analysing how key themes are presented in Liz Lochhead’s, *The Choosing*  | An essay analysing the presentation of violence in the prologue and Act 3, scene 1 of *Romeo & Juliet* | A persuasive letter employing a range of rhetorical devices | Spoken language presentation on Liverpool and its cultural heritage to encourage people to visit the city |
| Interleaving | 5 a-dayKS2 SPaG Study of Roald Dahl at KS2 | 5 a-dayKS2 SpaGUnderstanding the effect of a range of descriptive techniques & figurative devicesNarrative structures | 5 a-dayKS2 SpaGUnderstanding of the effect of figurative devicesThe importance of structure to the construction of meaningEssay writing skills | 5 a-dayKS2 SpaGUnderstanding of the effect of figurative devicesThe effect of poetic devices The importance of structure to the construction of meaningEssay writing skills  | 5 a-dayKS2 SpaGUnderstanding of the effect of figurative devicesThe effect of rhetorical devices The importance of structure to the construction of meaningThe effect of dramatic devicesEssay writing skills | 5 a-dayKS2 SpaGUnderstanding of the effect of figurative devicesThe effect of poetic devices The importance of structure to the construction of meaningThe effect of dramatic devicesUse of rhetorical features and persuasive devices and their effectsEssay writing skills |
| Rationale & sequencing  | As it is not externally assessed at KS2, writing is the area we have the least secure and consistent data on upon entry. Beginning with a writing unit enables us to diagnose strengths and weaknesses and how far the KS2 SPaG test has been embedded into writing.In-house anthology presents a range of texts from different writers and periods | Prose techniques studied in the autobiography unit for application in own writing provide a good starting point for exploring what makes effective prose writing in a novel.*The Good Thieves* has proved a popular class reader. It engages girls and boys, deals with pertinent issues such as peer pressure and familial relationships and draws on the gothic horror genre, which is culturally at the heart of many popular narratives in novels, tv & film The study of a popular text supports engagement with the introduction of academic essay writing in response to literature | Builds upon the introduction of formal academic writing in response to literature introduced in the prose writing unit.Makes links between prose and poetry as art forms.In-house anthology presents a range of poetry from different poets and periods  | Introduces the third element of literary study – drama, making links in approaches to understanding and analysis.The poetic devices learned in the poetry inform understanding and analysis of Shakespeare as both a poet and dramatistContinued development of formal academic essay writing skills. | Units 2-4 have focused on developing reading skills across literary texts. This unit develops the application of these skills into the reading, understanding and analysis of non-fiction texts. With additional application in students’ own transactional writing. Figurative and descriptive techniques are used for different purposes and audiences with an introduction to an examination of rhetoric and persuasive devices.Continued development of formal academic writing skills. | Brings together the knowledge and skills developed across the year but applied in spoken contexts. Exploration of The Beatles cultural significance involves: using non-fiction texts for research; exploring the poetic devices used in song lyrics; applying rhetorical and persuasive devices to persuade an audience to visit Liverpool and presenting material creatively in order to engage an audience. |
| Personal development | Using writing to explore thoughts and feelings.Sharing experiences Learning from the experiences of others  | Thematic exploration develops discussion of disability; dealing with confrontation, peer pressure and bullying; friendship issues; familial relationships and moral dilemmas. | Exploration of personal relationships, their importance and the issues they presentDiscussion of the changing nature of friendships as we grown in maturity. | Exploration of romantic relationships, friendships and family conflictTheme of violence, its impact and long-term consequences links to current issues of gangs and knife crime. | Reading for information using skimming, scanning and close reading are important life skills and develop competent functional literacyTexts studied include a range of text types pertaining to the lives of inspirational people from diverse life experiences. This encourages the development of empathy and engagement with social issues. | Considering the importance of place on the development of identity.Exploring the impact of shared culture on a sense of identity and belonging. |
| Cultural capital | Exploring different life experiences and the impact of culture on experience. | Exploration of the genres of adventure and bildungsroman develop knowledge of the English literary cannon. | Poetry is considered the highest literary art form. Familiarity with its conventions and language develops understanding of the arts. | Develops understanding of Shakespeare as a cultural icon and his impact on the English language and British culture. | Understanding rhetoric supports the development of an elaborate code and ability to articulate ideas clearly and effectively. | The Beatles are icons of popular culture. An understanding of their place in British social history and the emergence of youth culture develops understanding of our cultural history. |
| Careers Links | LiteracyEffective communication in writingHigher order thinking skills | LiteracyEffective communication in writingHigher order thinking skills | LiteracyEffective communication in writingHigher order thinking skills | LiteracyEffective communication in writingHigher order thinking skills | LiteracyEffective communication in writingHigher order thinking skillsJournalism | LiteracyEffective communication in writingHigher order thinking skills |