

Subject: ENGLISH **Year** 7 **Ability** All

Term / Date(s)	Half-term 1	Half-term 2	Half-term 3-4	Half-term 4-5	Half-term 6
Topic	World Mythology	My Sister Lives On The Mantelpiece by Annabel Pitcher	Non-Fiction Writing Dragon's Den.	'Romeo and Juliet' by William Shakespeare	Fiction writing: Descriptive and narrative Gothic
Topic overview Pupils will learn...	A transitional unit which will touch on all elements of the English curriculum to introduce students to the study of KS3 English and provide them with the opportunity to write effectively for a range of purposes.	Read the novel 'MSLOTM' and use thematically linked poems to explore the themes of grief and prejudice throughout the novel.	How to write for a variety of transactional writing purposes and for a range of audiences.	Students will read, begin to analyse and critically explore the character development, themes and context of 'Romeo and Juliet'. Students will engage with the full play through reading the script and watching the performances of some scenes. Thematically linked sonnets will be used to explore the theme of love.	How to use language creatively and imaginatively to create an effective setting using the Gothic genre as a stimulus. To construct a portfolio of writing skills in the Gothic genre.
Components	<p>Students will read extracts from a variety of sources to see how story and character has been created.</p> <p>Students will begin to learn to take relevant, clearly identified textual references, including those inferred from different places, in order to respond to texts as a whole.</p> <p>Students will begin to explain how the contexts in which a myth was created and help to understand the different meanings and moral messages of mythology.</p> <p>Students will begin to explore the writer's craft in order to identify and comment on language, tone and structural techniques used in a variety of texts for a variety of purposes.</p> <p>Students will explore the events and ideas in the myths through linked thematic poetry in order to understand, describe, and interpret information, events or ideas from the wider context of the myth and use quotations when writing about poetry.</p>	<p>Students will read the novel to see how the story and plot has been created and developed by Pitcher to demonstrate the theme of grief.</p> <p>Students will begin to learn to take relevant, clearly identified textual references, including those inferred from different places, in order to respond to the text as a whole.</p> <p>Students will begin to explain how the contexts in which this text was written and read help to understand the different meanings intended by the writer.</p> <p>Students will explore the context of recent terrorist activities and the impact it has on individuals, families and communities in order to begin to understand the influences of the writer's choice of words to develop the characters or plot.</p> <p>Students will begin to learn to use relevant textual reference or quotation when writing about the</p>	<p>Students will use examples of speeches, reviews and articles, covering a range of topics and issues to use as a stimulus for students' own extended writing.</p> <p>Students will gain a foundational understanding of the varying formats and layouts for each of the transactional writing types to see how each transactional writing piece may differ from another.</p> <p>Students will incorporate a focussed variety of rhetorical devices to suit a range of forms, audiences and purposes in order to begin to use rhetoric in their own writing.</p> <p>Students will practise each of the necessary formats using a variety of question titles to ensure students know the accurate layout for each type of question.</p> <p>Students will use examples to identify tone and register to</p>	<p>Students will develop their understanding and exploration of the relationships between texts and the contexts in which they were written to develop a deeper understanding of the meanings and ideas. Context should focus on Elizabethan England, courtly love and patriarchal society.</p> <p>Students will know how to read, understand and respond independently to the text to be able to fully understand its messages and be able to write about these.</p> <p>Students will develop their use of textual references, including quotations, in order to support and illustrate their own interpretations and effect on the reader.</p> <p>Students will develop their knowledge how to analyse the writer's craft (language, form and structure) in order to explore meanings and effects, using relevant subject terminology where appropriate.</p> <p>Students will understand how to identify and analyse the theme including linked thematic poetry in order to develop a relevant interpretation of the writer's intentions.</p> <p>Students will be develop their ability to form an informed personal response in order to</p>	<p>Students will use descriptive language (including introducing pathetic fallacy, imagery and figurative language) in order to create effective settings.</p> <p>Students will be introduced to the use of a five-part story structure in order to create a cohesive and fluid narrative.</p> <p>Students will be introduced to the use of language techniques and structural devices to support showing not telling in order to engage a reader.</p> <p>Students will use varied sentence types, sentence structures and paragraphing to support cohesion, ambition and to engage and sustain the reader's interest.</p> <p>Students will use accurate spelling, punctuation and grammar in order to write with clarity and precision.</p> <p>Students will use examples to identify how tone is created and developed and to use this to inform own writing.</p> <p>Students will create extended writing pieces using modelled examples to support confidence in creating a considered structure.</p> <p>Students will develop their ability to describe settings, characters and atmosphere and integrate</p>

	<p>Students will begin to identify the writer's choice of vocabulary, grammatical and structural features in order to evaluate how a writer creates meaning and effects.</p> <p>Students will use a critical style in order to structure and develop an effective argument.</p> <p>Students will use examples of articles, diary entries, dramatic monologues, poetry and prose covering a range of topics and issues to use as a stimulus for students' own extended writing.</p> <p>Students will begin to consciously incorporate a variety of sentence types and lengths and sentence openers within their own writing in order for writing to begin to be developed and ambitious.</p> <p>Students will begin to consciously incorporate a variety of ambitious vocabulary within their own writing in order for writing to begin to be developed and ambitious.</p> <p>Students will use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p>	<p>novel in order to support and develop an interpretation in an extended paragraph.</p> <p>Students will begin to explore the writer's craft in order to identify and comment on language, tone and structural techniques used by Pitcher.</p> <p>Students will explore the events in the novel in order to understand, describe, and interpret information, events or ideas from the novel and use quotations when writing about the novel.</p> <p>Students will explore the events and ideas in the stories through linked thematic poetry in order to understand, describe, and interpret information, events or ideas from the novel and use quotations when writing about the novel and poetry.</p> <p>Students will begin to explore how Pitcher creates character and how characters develop or change across the story in order to start to show consideration of how structure is used to influence the reader.</p> <p>Students will begin to identify the writer's choice of vocabulary, grammatical and structural features in order to evaluate how a writer creates meaning and effects.</p> <p>Students will use a critical style in order to structure and develop an effective argument.</p>	<p>create writing for a focussed variety of audiences.</p> <p>Students will incorporate a variety of sentence types and lengths and sentence openers within their own writing in order for writing to begin to be developed and ambitious.</p> <p>Students will use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Students will create extended writing pieces linked by a common theme, introducing a taught structure of introduction, three main ideas and conclusion, to ensure writing is sustained and developed.</p>	<p>express a point of view and thoughts on a text.</p> <p>Students will begin to know how to use a range of vocabulary and sentence structures to ensure written work has clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Students will learn to use Standard English in order to talk confidently in a range of formal and informal contexts to express own ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.</p> <p>Students will understand the range and uses of spoken language in order to comment on meaning and impact and draw on this when talking to others.</p>	<p>dialogue in narratives to convey character and advance the action.</p>
What pupils should already know (prior learning components)	<p>During years 5 and 6, teachers should have had the opportunity to continue to endorse students' enjoyment and understanding of language, especially</p>	<p>During years 5 and 6, teachers should have had the opportunity to continue to endorse students' enjoyment and understanding of language, especially vocabulary,</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Students will have increased their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>Students will have some familiarity with the reading of myths and legends, and fiction from our literary heritage. (KS2 National Curriculum and World Mythology transitional unit).</p>

	<p>vocabulary, to support their reading and writing.</p> <p>Students' knowledge of language, gained from stories, will have supported their increasing fluency as readers and writers.</p> <p>Students will have some familiarity with a specific ancient culture and traditions.</p> <p>Students will have read a wide range of fiction and non-fiction, including in particular whole books, and short stories.</p>	<p>to support their reading and writing.</p> <p>Students' knowledge of language, gained from stories, will have supported their increasing fluency as readers.</p> <p>Students will have increased their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Students will have read a wide range of fiction and non-fiction, including in particular whole books, and short stories.</p> <p>Students should have been able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Students will have begun to know how to use a range of vocabulary and sentence structures to ensure written work has clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Students will have read a wide range of fiction and non-fiction, including in particular whole books, short stories and plays. This will include exploring plot and character.</p> <p>They may have explored Shakespeare texts at KS2 and may be able to offer basic information.</p>	<p>Students know how to describe settings, character and atmosphere.</p> <p>Student can incorporate some basic figurative language into the description of setting.</p> <p>Students should have experience with how to use a range of devices to build cohesion within and across paragraphs.</p> <p>Students should know how to select appropriate grammar and vocabulary to enhance meaning.</p>
Transferrable knowledge (skills)	<p>Students should begin to be able to understand, information, events or ideas from texts and use quotation and reference.</p> <p>This topic builds on students' ability to communicate clearly, effectively and imaginatively.</p> <p>Students should be able to relate texts to their social, cultural and historical traditions.</p> <p>Students should begin to be able to organise and present writing work effectively, sequencing and structuring information and ideas.</p> <p>Students should be able to produce texts which are appropriate to task, reader and purpose.</p>	<p>Students should begin to be able to understand, information, events or ideas from texts and use quotation and reference.</p> <p>Students should begin to be able to deduce, infer and interpret information, events or ideas from a range of texts.</p> <p>Students should begin to be able to explain and comment on writer's use of language, structure and form.</p> <p>Students should begin to be able to identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader.</p>	<p>This topic builds on students' ability to communicate clearly, effectively and imaginatively.</p> <p>It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.</p> <p>It also serves to further embed students' technical accuracy.</p>	<p>Through reading 'Romeo and Juliet' students will develop their cultural and contextual knowledge of the world. They will develop their confidence with reading, understanding and responding to a text.</p> <p>Students will develop their use of textual references to support and illustrate interpretations.</p> <p>Students will be able to apply their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects to a range of texts across subjects and in further study.</p> <p>Students will be able to apply their developing spoken language skills across all levels of the curriculum.</p>	<p>This topic builds on students' ability to communicate clearly, effectively and imaginatively.</p> <p>It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.</p> <p>It also serves to further embed students' technical accuracy.</p>

	<p>It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.</p> <p>It also serves to further embed students' technical accuracy.</p>	<p>Students should be able to relate texts to their social, cultural and historical traditions.</p> <p>Students should begin to be able to organise and present writing analysis work effectively, sequencing and structuring information and ideas.</p> <p>Students should be able to produce texts which are appropriate to task, reader and purpose.</p>			
Key skills students will explore and use	simple sentence, complex sentence, compound sentence, Full stop, comma, capital letter, apostrophe	Presentation of setting, inference, characterisation, textual reference	Rhetorical devices, informal tone, audience	Use of symbolism, soliloquy, stage directions, themes and dialogue	Use of simile, metaphor, characterisation, setting, and sensory imagery
Key vocabulary pupil will know and learn	<ul style="list-style-type: none"> • Ancient (KS2) • Mythological • Gallant • Mighty • Noble 	<ul style="list-style-type: none"> • Grief • Prejudice (KS2) • Discriminate • Mourning • Overwhelmed 	<ul style="list-style-type: none"> • Develop (KS2) • Superlative • Fortuitous • Phenomenal • Commercial 	<ul style="list-style-type: none"> • Honour • Façade • Deception • Unrequited • Passion 	<ul style="list-style-type: none"> • Shrouded • Decrepit • Desolate • Ominous • Cemetery (KS2)
Assessment activities	<p><u>Formative Assessment:</u> Produce an informative article about the suicide of King Aegeus</p> <p><u>Summative assessment:</u> Write an informative article about any one of the myths we have studied this half term (except for Theseus.)</p>	<p><u>Formative Assessment:</u> How does Pitcher present the dad's grief? In-class assessment, using an extract as stimulus.</p> <p><u>Summative assessment:</u> How does Pitcher present Jamie's grief? In-class assessment, using an extract as stimulus.</p>	<p><u>Formative:</u> Write a review of your product for a technology website.</p> <p><u>Summative:</u> Write a lively article reporting on the success of your product and company. In-class assessment, 40 minutes.</p>	<p><u>Formative:</u> To perform an existing Shakespearean soliloquy from Act 2, Scene 2 To speak <u>clearly</u> and with intonation when delivering a monologue. In-class, mid-point assessment with www/ebi offered to prepare for summative assessment.</p> <p><u>Summative:</u> To adopt elements of Shakespearean language and theatre to write a short soliloquy to something they love and perform. To speak <u>clearly</u> and with intonation when delivering a monologue. In-class, mid-point assessment with www/ebi offered to prepare for summative assessment.</p>	<p><u>Assessment:</u> A portfolio of writing skills based on gothic stimuli</p>
Resources available	Shared common scheme and lessons.	<p>Shared common scheme and lessons.</p> <p>https://www.theguardian.com/childrens-books-site/2014/sep/02/review-my-sister-lives-on-mantelpiece-annabel-</p>	<p>Shared common scheme and lessons.</p> <p>https://www.bbc.co.uk/programmes/b006vq92</p>	<p>BBC Bitesize</p> <p>Sparknotes</p> <p>Youtube summary</p> <p>Resources in staff shared area.</p>	<p>https://www.invaluable.com/blog/elements-of-gothic-literature/</p> <p>file:///wms-fs02/Staff%20Drives\$/rawlingr/Downloads/gothic-extracts-and-questions--y8.pdf (extra stimulus for adapting)</p>

				<p>and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content.</p> <p>Students will understand the range and uses of spoken language in order to comment on meaning and impact and draw on this when talking to others.</p>	
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