



Year 7 Long Term Plan	Unit 1 → 9 Weeks	Unit 2 → 9 weeks	Unit 3 → 9 Weeks	Unit 4 → 9 Weeks
<b>Exploratory question:</b>	<i>How has literature reflected the development of human cultures?</i>	<i>How does Literature capture the human experience? How can I?</i>	<i>How does literature explore the nature of society?</i>	<i>How do human experiences and relationships link with ideas of power in Literature?</i>
<b>Core Text/writing focus:</b>	<b>Humanity, Myth &amp; Creative Writing</b>	<b>'Boy 87' &amp; View Point Writing</b>	<b>'Oliver Twist' &amp; Romanticism poetry Viewpoint Writing</b>	<b>'The Tempest' &amp; Creative Writing</b>
<b>Assessment:</b>	<b>1 x Writing</b> <b>1 x Reading</b> <b>1 x Writing Summative</b>  <b>Summative Composite:</b> <ul style="list-style-type: none"> <li>✓ Narrative perspective</li> <li>✓ Tension</li> <li>✓ Emotional Intent</li> <li>✓ Sensory</li> </ul>	<b>1 x Writing</b> <b>1 x Reading</b> <b>1 x Writing Summative</b>  <b>Summative Composite:</b> <ul style="list-style-type: none"> <li>✓ Opinions to persuade</li> <li>✓ Formal vocabulary choices</li> <li>✓ Coherent argument in a paragraph.</li> <li>✓ Facts to persuade</li> </ul>	<b>1 x Writing</b> <b>1 x Reading</b> <b>1 x Reading Summative</b>  <b>Summative Composite:</b> <ul style="list-style-type: none"> <li>✓ Context</li> <li>✓ Language analysis</li> <li>✓ Writer's intent/message.</li> </ul>	<b>1 x Writing</b> <b>1 x Reading</b> <b>1 x Reading Summative</b>  <b>Summative Composite:</b> <ul style="list-style-type: none"> <li>✓ Character dynamics</li> <li>✓ Language analysis</li> <li>✓ Personal response</li> <li>✓ Writer's message.</li> </ul>
<b>Links to prior knowledge:</b>	KS2 comprehension KS2 Writing	Outsiders in society Humanity	Statutory requirement to learn poetry by heart. Presentation of villains Links to Boy 87; mistreatments in society and young protagonist. Outsiders in society Viewpoint and voice	Presentation of Villains Poetic language & Utopian ideas Links to Boy 87; mistreatment. Creative Writing Skills Outsiders in society Creative Writing
<b>Links to future knowledge:</b>	Portrayal of villains: <ul style="list-style-type: none"> <li>- The Tempest</li> <li>- Oliver Twist</li> <li>- Animal Farm</li> <li>- The Strange Case of Dr Jekyll and Mr Hyde</li> <li>- Macbeth</li> </ul> Narrative Structures Creative Writing	Poetry Outsiders in society Segregation in society <ul style="list-style-type: none"> <li>- Oliver Twist</li> <li>- The Tempest</li> <li>- Animal Farm</li> <li>- An Inspector Calls</li> <li>- Romeo &amp; Juliet</li> <li>- Blood Brothers</li> </ul> Viewpoint and voice	Poetry Mistreatment in society <ul style="list-style-type: none"> <li>- The Tempest</li> <li>- Animal Farm</li> <li>- An Inspector Calls</li> <li>- KS4 Literature texts</li> </ul> Victorian Era <ul style="list-style-type: none"> <li>- A Christmas Carol</li> <li>- The Strange Case of Dr Jekyll and Mr Hyde</li> </ul> Creative Writing	Shakespeare's Literature Mistreatment in society <ul style="list-style-type: none"> <li>- The Tempest</li> <li>- Animal Farm</li> <li>- An Inspector Calls</li> <li>- KS4 Literature texts</li> </ul> Poetry – Verse Creative Writing
<b>Key concepts:</b>	Morality Loyalty Power Humanity	Identity Power Justice Family Prejudice Humanity Society Power	Poverty Justice Power Loyalty Humanity Religion Society	Power Humanity Family Marriage Love Prejudice Society Power

### **Curriculum Intent:**

"Our curriculum aim is to promote resilient and curious pupils, who can achieve consistent improvement by being challenged in a stable and safe learning environment. Underpinning our curriculum is a belief that English fosters a rich and varied awareness of the world and of the people in it; as pupils move through the school our curriculum seeks to develop this awareness and provide them with an opportunity to question and engage with the society and environment around them. Through development of pupils' knowledge, we aim to empower young people personally and academically. Our goal is to cultivate a strong sense of self-efficacy in our pupils, through their study of English, so they can leave school with optimism and a conviction that they can make a difference in the wider world."

### **Curriculum connections:**

- English is a subject centred on human life and experience
- English explores this as interior: individuals' thoughts and emotions; and exterior: relationships with others and society.
- Regarding the 'internal', there are core emotions that run through the curriculum: love, fear, greed, ambition, hope – to name some of the more prominent.
- Regarding the 'external', there are core ideas that run through the curriculum: power, otherness, violence, secrecy, dependence, family – to name some.
- Both these aspects of human experience have been mapped into the curriculum sequence, with pupils garnering a deeper knowledge of how literature portrays the complex experiences of human life, via authors' works, from Year 7 through to Year 11.
- Writing in the curriculum is interleaved to work alongside these and is based on the idea that pupils can master language to take views on and reflect human experience and emotion, in line with their intentions when writing.

### **Curriculum Progression**

- As pupils progress through our curriculum they not only track concepts, ideas and knowledge, but progress in both their understanding of them and their application of them.
- Pupils will learn fundamentals of key components in year 7 and be assessed in line with the knowledge taught at this position of the curriculum; as pupils progress they will be assessed on more complex or sophisticated knowledge and be able given opportunity to write more advanced or developed pieces of work.
- This progression is mapped into both our curriculum and assessment model, whilst never seeking to limit any pupils' potential.

*Ludus Admirandus*