CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 7

SUBJECT	English
INTENT	Studying English at Chorlton High School allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.

Year Group	7					
Rationale/ Narrative	During Year 7, students will be submersed in a range of engaging and exciting literature that will hopefully spark their interest and ignite a passion for the subject of English. Students will be exploring a variety of fiction and non-fiction texts and analyse how a writer communicates messages through linguistic devices. Students will have a number of opportunities to respond creatively and personally to reading material, developing their personal opinions and responses to texts and wider ideas. Exploratory talk will also be introduced where students will 'find their voice' and showcase their perspective on the key topics throughout the year.					
	Autumn 1 **Adventure and Classics**	**Autumn 2** **Unlocking Secrets** **Non Fiction**	**Spring 1** **Novel**	**Spring 2** **Shakespeare**	**Summer 1** **Poetry and Identity**	**Summer 2** **Summative** **Environment Project**
KNOWLEDGE	**Memorable Reading Week: 1 Week** *Explore the 9 reading strategies in relation to theme of Space and Adventure *Apply reading strategies to nonfiction and fiction texts **Classic Novel: 4 weeks** *Students will study one of the following; Alice in Wonderland/ Treasure Island/ Grimms' Tales *Overview of plot *Setting *Structure and pace *Characterisation *Key themes *Narrative voice *Analysis of language and linguistic devices **Narrative Writing: 2 weeks** *Constructing an adventure story *Building characterisation *Incorporating linguistic devices into writing *Developing a clear, structured narrative	**Non-Fiction** *Current affairs from 20th-21st century texts *Linguistic devices within non-fiction texts *Purpose/Audience/Form *Styles of non-fiction forms of writing *Appreciation of different 'voices' within texts	**Novel** *Students will study one of the following: Frankenstein/ Animal Farm/ Twelve Minutes to Midnight/ Parvana's Journey/ The Fastest Boy in The World. *Characterisation *Overarching themes *Social and historical context *The methods used by the writer to convey key ideas	**Shakespeare Play** *Students will study one of the following: Much Ado About Nothing/ The Tempest/ Twelfth Night *Plot *Characterisation *Themes *The methods used by Shakespeare to convey key ideas *Contextual issues surrounding the play *The play as a form	**Poetry and Identity** *Explore a range of eras and styles of poems within the anthology *Explore other cultures and the theme of identity *Develop appreciation of poetry as a form of expression	**Project** *Styles of non-fiction forms of writing *Environmental issues surrounding the local area *Environmental issues surrounding the wider area and the planet
SKILLS	*Engage with a classic adventure tale and explore	*Develop an awareness of different styles of non-	*Read a full novel	*Explore the play's concepts and themes	*Appreciate different styles and forms of poetry	*Continue to develop an awareness of different

how the theme is embedded within the story *Explore the place of fairy-tales in different cultures as folklore and Tales and Midnight *Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are clearly explained *Analyse the use of language and its impact on the reader *Embed a range of quotes and references to support their ideas *Produce a complete narrative linked to the theme of adventure *Embed a range of linguistic devices into their own narrative *Showcase their adventure story through reading and sharing with peers.	fiction texts and analyse the impact on the reader *Read and research set topics related to the theme of 'unlocking secrets' *Explore current affairs surrounding these topics and develop a wider appreciation of key events in history *To select and retrieve relevant information from a text *To synthesise pertinent information *To use evidence to ensure arguments are developed and secure *To explore their own 'voice' when writing non-fiction texts *Include linguistic devices to enhance arguments in written responses. *To present their own view on topics covered and present this convincingly both orally and through written work.	*Show an awareness of the writer's methods *Include subject terminology confidently when analysing and writing responses *Embed a range of quotes and references to support their ideas *Plan essays successfully to ensure that they are clearly explained *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of a text and how that links with the ideas within that text.	*Explore the wider messages and how they link to the wider world we live in today *Develop awareness of characterisation and symbols within the play *Show an awareness of Shakespeare's methods *Include subject terminology confidently when analysing and writing responses *Embed a range of quotes and references to support ideas *Plan essays successfully to ensure that they are clearly explained *Structure a coherent and well-structured essay *Analyse the use of language and its impact on the reader *Explore the contextual background of the play and how that links with the ideas within that text	*Explore different eras and voices within a range of poems *Analyse the form and structure of poems and the deeper messages within these *Include subject terminology confidently when analysing and writing responses *Plan essays successfully to ensure that they are clearly explained *Analyse the use of language and its impact on the reader *Embed a range of quotes to support their ideas *Create own performance poetry linking to the theme of identity.	styles of non-fiction texts and analyse the impact on the reader *Read and research set topics related to the theme of the environment *Explore current affairs surrounding this topic and develop a wider appreciation of key events in history *To work within a small group to secure a project which enhances their local community or environment *To research different methods in achieving the desired project outcome *To present a non-fiction piece of writing which supplements the product created for their project.
ASSESSMENTS	*Students will complete 5 assessment points across the autumn term. The TWO progress checks within this half term will:* *An introduction to language analysis *Assess students' ability to incorporate a range of linguistic techniques in to their own narrative writing.	*The THREE progress checks within this half term will:* *Ensure students are able to showcase a range of linguistic devices in their own discursive piece of writing. *Check for technical accuracy (QWC) *Ensure students are aware of the impact and	*Students will complete 5 assessment points across the spring term. The TWO progress checks within this half term will:* *Consolidate the students' awareness of setting, characters and events *Check for technical accuracy (QWC) *Ensure that students are developing the quality of	*The THREE progress checks within this half term will:* *Check for technical accuracy (QWC) *Assess students' appreciation of the main themes within the play *Ensure students are developing their analysis of Shakespeare's language. *Ensure students are able to showcase a range of	*Students will complete 5 assessment points across the summer term. The TWO progress checks within this half term will:* *Check for technical accuracy (QWC) *Ensure students are exploring the impact of the poet's craft in their analysis.	*The THREE progress checks within this half term will:* *Check for technical accuracy (QWC) *Check reading and spelling skills and reading ages through GL testing * Check students are showcasing the oracy protocols in the delivery of their Ignite speech.

		purpose of non-fiction texts *Ensure students are developing their analysis of non-fiction texts.	their analysis. *Assess students' ability to incorporate a range of linguistic techniques in to their own writing in role as a character.	linguistic devices in their own creative piece of writing.		