



Year 7 - The Story of English

Sequenced	Heroes and Villains		English Through Time		Sawbones		The History of Rhetoric and Representations of Women in Shakespeare	
<b>Key Knowledge</b>	<p><b>To know:</b></p> <ul style="list-style-type: none"> <li>Types of character: heroes and anti-heroes</li> <li>7 basic plots</li> <li>Narrative structure: exposition, inciting incident, rising action, climax, falling action, denouement</li> <li>Features of a protagonist/antagonist</li> <li>Sentence types</li> <li>ISPACE sentence openers</li> <li>Types of metaphor: simile, personification, metaphor</li> <li>Colour connotation</li> <li>Word classes/parts of speech</li> <li>Juxtaposition</li> <li>Paragraphs</li> <li>Conjunctions</li> </ul> <p>Revisited: Misconceptions from the baseline assessment. KS2</p>		<p><b>To know:</b></p> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>Impact of invasions on English</li> <li>Greek and Latin influences</li> <li>Etymology/morphology</li> <li>Proto-Indo-European tree</li> <li>Timeline of key historical and literary periods</li> <li>Language change</li> <li>The impact of the Industrial Revolution and the printing press</li> <li>Slang and idioms</li> <li>Euphemism</li> <li>Taboo language</li> <li>Phonemes: sibilants, plosive, affricates, fricatives, glottal, nasals, glides, liquids, diphthongs</li> <li>Subject-Verb-Object</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>Origins of stories</li> </ul> <p>Various texts across the timeline of English</p> <p>Revisited: Word classes/parts of speech Sentence types Conjunctions</p>		<p><b>To know:</b></p> <ul style="list-style-type: none"> <li>Social and historical context: Life in Georgian England, early medicine and the Resurrectionists, Ottoman Empire, slavery and colonialism</li> <li>Tenor, ground and vehicle</li> <li>Connotation</li> <li>Features of news reports: headings and subheadings, factual information/statistics, active and passive sentences</li> <li>Reported speech</li> <li>Nouns and noun phrases</li> <li>Alliteration</li> </ul> <p>Revisited: Timeline of key historical periods</p> <p>Fluency Testing</p>		<p><b>To know:</b></p> <p><b>Rhetoric</b></p> <ul style="list-style-type: none"> <li>Origins of rhetoric</li> <li>Aristotelian Triad</li> <li>Logos, Pathos, Ethos</li> <li>Persuasive techniques</li> <li>Six stage structure of rhetoric</li> <li>Clauses</li> <li>Adjectives and adjective phrases</li> </ul> <p>Overview of the plot of Romeo and Juliet, A Midsummer Night's Dream, Macbeth Characteristics of: Juliet, Hermia, Titania, Lady Macbeth</p> <p><b>Women in Shakespeare</b></p> <ul style="list-style-type: none"> <li>Shakespeare's life</li> <li>Life in Elizabethan/Jacobean England</li> <li>Shakespearean stagecraft and The Globe Theatre</li> <li>Patriarchy and gender roles</li> <li>Role of women in Shakespeare's plays</li> <li>Dramatic irony</li> <li>Internal Thought</li> <li>Soliloquy</li> <li>Monologue</li> </ul> <p>Revisited: Greek and Latin influences Timeline of key historical periods</p>	
<b>Key Skills</b>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Create an engaging plot</li> <li>Use colour to create connotation</li> <li>Convincing characterisation</li> <li>Use paragraphs accurately</li> <li>Show, don't tell</li> <li>Use varied sentence openers</li> <li>Use varied sentence types</li> <li>Use punctuation accurately</li> </ul> <p>Revisited: Misconceptions from the baseline assessment. KS2</p>		<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Summarise information</li> <li>Synthesise information from different texts</li> <li>Locate and retrieve information</li> </ul> <p>Revisited: Writing sentences accurately, using paragraphs accurately and accurate use of punctuation</p>		<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Evaluate the strength of the ground of metaphor</li> <li>Explore connotations of different types of metaphor</li> <li>Make inferences</li> <li>Structure a news report</li> <li>Use reported speech</li> <li>Use active and passive sentences appropriately</li> </ul> <p>Revisited: Locate and retrieve, summary, and synthesis Narrative Structure Connotation</p>		<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>Write from a convincing perspective</li> <li>Write a convincing monologue</li> <li>Use ethos, logos, and pathos in writing</li> <li>Use rhetorical devices</li> <li>Create a tone appropriate for audience/purpose</li> <li>Speak convincingly as a character from a Shakespearean play</li> </ul> <p>Revisited: Locate and retrieve Synthesise information for different texts</p>	
			<b>Tier 3 key vocabulary</b>		<b>Tier 3 key vocabulary</b>		<b>Tier 3 key vocabulary</b>	
<b>Subject specific</b>	Hero Villain Anti-hero Altruistic Gallant Resilient Disreputable Formidable Ignominious Perspective Tension Juxtaposition	Metaphor Simile Personification protagonist antagonist metaphor connotation inference	etymology standardisation phoneme morpheme homonym homophone root word prefix suffix idiom	genesis renaissance medieval patriarchy masculinity femininity chivalry courtly love epic mythology euphemism	colonialism revolution empire republic monarchy anatomy cadaver sultan unconventional apathetic resurrectionist	vulnerable malevolent metaphor tenor ground vehicle	Rhetoric Aristotelian Triad Ethos Pathos Logos Expert Opinion Direct Address Facts Statistics Tricolon	Soliloquy Monologue Empathy Patriarchy Manipulative Duty Wayward Disobedient Vulnerable Feud

							Emotive Language Rhetorical Question Hypophora Alliteration	Filial Duty
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