



Year 7 - The Story of English

Sequenced	English Through Time		Sawbones		Heroes and Villains		The History of Rhetoric and Representations of Women in Shakespeare	
<b>Key Knowledge</b>	<p><b>To know:</b>  <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> <li>The Bible - Purpose of ancient storytelling</li> <li>Greek Mythology – gender roles</li> <li>Beowulf – gender roles</li> <li>The Canterbury Tales – courtly love</li> <li>The Fairie Queen – challenging gender roles</li> <li>Macbeth – Elizabeth I and changes to the portrayal of women</li> <li>Great Expectations – the portrayal of Miss Havisham</li> </ul>		<p><b>To know:</b></p> <ul style="list-style-type: none"> <li>Narrative structure: exposition, inciting incident, rising action, climax, falling action, denouement</li> <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, assonance</li> </ul>		<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>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><b>To know:</b>  <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, Twelfth Night, Macbeth, Anthony and Cleopatra                      Characteristics of: Juliet, Hermia, Titania, Cesario (Viola), Lady Macbeth, Cleopatra</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>Courtly love</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>	
<b>Key Skills</b>	<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><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><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> </ul>		<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>	
	<b>Tier 3 key vocabulary</b>		<b>Tier 3 key vocabulary</b>		<b>Tier 3 key vocabulary</b>		<b>Tier 3 key vocabulary</b>	
<b>Subject specific</b>	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 protagonist antagonist metaphor tenor vehicle ground connotation inference	Hero Villain Anti-hero Altruistic Gallant Resilient Disreputable Formidable Ignominious Perspective Tension Juxtaposition	Metaphor Simile Personification	Rhetoric Aristotelian Triad Ethos Pathos Logos Expert Opinion Direct Address Facts Statistics Tricolon Emotive Language Rhetorical Question Hypophora	Soliloquy Monologue Empathy Patriarchy Manipulative Duty Wayward Disobedient Vulnerable Feud Filial Duty