

Subject: English

Year group: 7

Department Curriculum Vision: Northwood students will develop their personal voice through a love of literature

KS3: Students are confident to express their opinions clearly and creatively in written work, group discussions and formal presentations. Through reading a range of texts from different time periods and perspectives, they have built the foundations for more advanced study, including the ability to identify writers' methods and the effects they are intended to create. They are able to infer meaning from texts and develop their own interpretations. Reading for pleasure plays a key role in their daily routine. They enjoy experimenting with language and learning new words.

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	Transition: Myths and Legends This scheme looks at a range of extracts and short stories of myths around the world where students are introduced to analytical writing through the PEE structure. Reading and Grammar: Creative writing and key SPAG skills.	Ballads and Creative writing: The purpose of this unit is to develop students' understanding of poetic techniques with the main focus on analysing language. They will develop the ability to write analytical paragraphs and use subject terminology in relation to poetry. Students will consider: • Different interpretations of poems • The effect of word choice and language techniques • Conventions of form • Writers' message
Skills: (know how...)	To analyse language in an extract from a story. To use evidence to support their ideas.	To use reading strategies to develop confidence To analyse language techniques To use subject terminology

	To write accurately in paragraphs.	To develop analytical vocabulary To make inferences
Key vocabulary	Myth - a traditional, sacred and ancient story, often involving supernatural creatures, gods, or heroes. For example, ancient Greek myths. Legend - a traditional story passed down from earlier times, that many think is based on true events. For example, 'Robin Hood'. Seized - to take hold of something quickly and with force. Strife - the act or state of fighting or arguing. Illusion - a misleading image, an image that tricks us into seeing something differently than what it is. Supernatural - creatures, forces or events that are impossible according to science e.g. witches, ghosts. Vast - very great in size. Bewildered - confused, very puzzled. Diabolical - disgracefully bad or unpleasant (often related to the devil). Barbarous - very cruel. Mischievous - behaving in a way that is slightly bad but is not intended to cause serious harm	Stanza - a paragraph in a poem. Perspective - a particular attitude towards or way of regarding something; a point of view. Rhythm - a strong, regular repeated pattern of sound. Rhyme - matching of sound between words or the endings of words. Allusion - a short casual reference to a story, an event, a person or a place. Syllable - a single, unbroken vowel sound within a spoken word. Recite - to repeat or read aloud, usually something memorised. Refrain - a short part of a song or poem that is repeated, esp. at the end of each longer part, or any phrase that is often repeated.

	or damage; playfully annoying. Vigorously - done with energy and force.	
Mid Term Assessment	Both assessments are writing analytical paragraphs on an extract looked at in class. Skills assessed: ★ Reading and understanding the text ★ Supporting ideas using evidence ★ Analysing language MUA: How is violence shown during this part of the extract? (The Odyssey)	MUA asks students to analyse how language is used to present a theme in a poem that they have studied. Skills assessed: ★ Reading and understanding the text ★ Supporting ideas using evidence ★ Analysing language
End Term Assessment	EUA: How are Hercules and the Nemean lion presented?	EUA: How are ideas about innocence and violence shown in the poem 'The Ballad of Birmingham'?
	Spring 1	Spring 2
Content: (Know what...)	Travel Writing Unit: This is the second SOW that focuses on writing skills for Year 7. This is the first time they will be working on an extended project as a group and presenting this to the class.	A Midsummer Night's Dream: This is the first SOW which introduces the students to Shakespeare and the Jacobean era which is key knowledge that they will return to next year in Spring for The Tempest, and at GCSE with Macbeth.

Skills: (Know how...)	Key skills • Reading and analysing a range of non-fiction. • Using a range of sentence structures. • Using a range of correct punctuation. • Writing appropriately for task, reader & purpose. • Using persuasive techniques (introducing AFOREST) • Writing paragraphs correctly (TiPToP)	Key skills • Analysing dramatic devices, and language. • Reflecting how the play is performed, looking at the importance of stage directions, tone of voice, body language • Supporting ideas using evidence • Understanding the context of Jacobean England, the supernatural, and the genre of comedy. • Understanding key vocabulary linking to the play and the era, such as Jacobean, comedy, tragedy, prose, stage directions.
Key vocabulary	Personal narrative - A personal experience told in first person. Imagery - words that are descriptive and create an image in readers' minds. Expanse - A surface that spreads over a wide area. Brittle - Easily broken, cracked or snapped. Awe - A feeling of respect and amazement. Tranquillity - To feel peaceful and calm. Morbid - A gloomy and unhealthy feeling. Bleakness - A lack of hope or warmth. Dread - To feel extremely worried or frightened	Abjure - to swear off or abstain from, especially with an oath or with solemnity. Amity - friendship, goodwill. Anoint - to apply, often of an oil or juice. Apace - rapidly; in a speedy manner. Base - being of low value, also of short height. Beseech - to beg. Bewitch'd - enchanted or having had a spell cast over them. Changeling - an infant which has been secretly switched with another at birth. Concord - peace and harmony. Condole - to express sympathy.

	about something that might happen. Convention (social) - a way of behaving that is considered to be correct or polite by most people in society. Dissembling - distorting the truth, Dulcet - sweet and pleasing to the senses. Edict - a proclamation or decree. Elizabethan - the time period in which Elizabeth the first was queen (1558-1603). Entice - to attract or lure. Expound - to state or to explain in careful detail. Fawn - to show affection, often in a way that may demean the person doing it. Feigning - pretend to be affected by something. Livery - the clothing of a profession or job. Nuptial - to do with a wedding. Odorous - smelling bad Patriarchy - a system of structures and practices in which men dominate and control all areas of society. Progeny - children or outcome. Rapturous - expressing extreme pleasure or enthusiasm. Tedious - too long, slow or boring. Tempest - a violent storm. Unrequited - (of a feeling, especially love) not returned. Vexation - the state of being annoyed, frustrated or worried. Visage - the face or appearance of someone. Wrath - intense anger.
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Mid Term Assessment	To write an article for a travel brochure advertising a holiday destination that they have researched.	MUA: Read Egeus's first speech (Act 1, Scene 1, Line 22 - 45). From this speech, what can you infer about his relationship with his daughter Hermia?
End Term Assessment	To re-write and type up their MUA, making improvements based on teacher feedback.	EUA: How is Oberon presented in the play?
	Summer 1	Summer 2
Content: (Know what...)	A Midsummer Night's Dream (continued): This is the first SOW which introduces the students to Shakespeare and the Jacobean era which is key knowledge that they will return to next year in Spring for The Tempest, and at GCSE with Macbeth.	Ghost Boys: In this unit, students read a whole novel in 3 weeks and then spend 3 weeks analysing how language and narrative is used to communicate the writer's message about prejudice and racial violence. This is the first look that the students have at protest writing, and how stories can be created to communicate a political or social message.
Skills: (Know how...)	Key skills - Analysing dramatic devices, and language. - Reflecting how the play is performed, looking at the importance of stage directions, tone of voice, body language - Supporting ideas using evidence	Key skills - Analysing language - Supporting ideas using evidence - Writer's message and effect on the reader - Understanding context on racial prejudice and inequality - Understanding narrative perspective

	• Understanding the context of Jacobean England, the supernatural, and the genre of comedy. • Understanding key vocabulary linking to the play and the era, such as Jacobean, comedy, tragedy, prose, stage directions.	
Key vocabulary	Abjure - to swear off or abstain from, especially with an oath or with solemnity. Amity - friendship, goodwill. Anoint - to apply, often of an oil or juice. Apace - rapidly; in a speedy manner. Base - being of low value, also of short height. Beseech - to beg. Bewitch'd - enchanted or having had a spell cast over them. Changeling - an infant which has been secretly switched with another at birth. Concord - peace and harmony. Condole - to express sympathy. Convention (social) - a way of behaving that is considered to be correct or polite by most people in society. Dissembling - distorting the truth,	To wail (verb) - To cry loudly. Pudgy (adjective) - Chubby or soft. Optimism (noun) - A belief that things will turn out okay, or that good things will happen. Perilous (adjective) - Dangerous or risky. Debris (noun) - The remains of something that is broken down or destroyed. Premonition (noun) - A feeling that something may happen in the future, often negative. Motown (noun) - A type of popular American music in the 1960s. Superstition (noun) - A belief in something magical or unreal. Wispy (adjective) - Delicate and thin. Misshapen (adjective) - Having an ugly or deformed shape. To whimper (noun) - To make a whining broken sound. Vestibule (noun) - An entrance hall in a large building. Preliminary (adjective) - Introductory, before the real thing

	Dulcet - sweet and pleasing to the senses. Edict - a proclamation or decree. Elizabethan - the time period in which Elizabeth the first was queen (1558-1603). Entice - to attract or lure. Expound - to state or to explain in careful detail. Fawn - to show affection, often in a way that may demean the person doing it. Feigning - pretend to be affected by something. Livery - the clothing of a profession or job. Nuptial - to do with a wedding. Odorous - smelling bad Patriarchy - a system of structures and practices in which men dominate and control all areas of society. Progeny - children or outcome. Rapturous - expressing extreme pleasure or enthusiasm. Tedious - too long, slow or boring. Tempest - a violent storm. Unrequited - (of a feeling, especially love) not returned.	starts. Clammy (adjective) - Sweaty or wet. Hysterical (adjective) - Very upset and distressed. To flutters (verb) - To move with quick flapping motions. Contradicting (adjective) - When something is both true and false at the same time. Slyly (adverb) - Sneakily. Taut (adjective) - Tight, stretched tight. Pityingly (adverb) - Expressing sympathy and sadness for someone else's pain. Quizzical (adjective) - Mildly teasing or mocking. To cloak (verb) - To conceal or cover up. To slay (verb) - To kill violently. Paralysis (noun) - A state of powerlessness or inability to move or act. Recess (noun) - A break in a session or court case. Skitters (verb) - Moves in a jittery or jerking way. Yearning (noun) - Tender and urgent longing, really really wanting something. Credibility (noun) - The quality of being easy to believe. Unconscionable (adjective) - Shockingly unfair or unjust. Hover (verb) - To linger close by, to stay close by. To roam (verb) - To wander, walk around without a decided destination. Tempered (adjective) - Treated/ made with a method that
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	Vexation - the state of being annoyed, frustrated or worried. Visage - the face or appearance of someone. Wrath - intense anger.	makes it stronger. Sentry (noun) - A soldier who stands guard at a place. Truce (noun) - An agreement not to fight. Sombre (adjective) - Dark or serious. Scornful (adjective) - Disrespectful. Petrified (adjective) - Terrified. Menace (noun) - A threat. Keen (noun) - A loud wailing wordless cry. Listless (adjective) - Lacking energy, interest and spirit. Vacant (adjective) - Empty. To billow (verb) - To rise or roll in waves. To quiver (verb) - To shake. To contort (verb) - Twisting into a different shape.) To evade (verb) - To avoid.
Mid Term Assessment	MUA: Read Egeus's first speech (Act 1, Scene 1, Line 22 - 45). From this speech, what can you infer about his relationship with his daughter Hermia?	MUA: How does Rhodes use language to present ideas about prejudice in the beginning of the novel?
End Term Assessment	EUA: How is Oberon presented in the play?	EUA: Has Carlos made up for his mistakes at the end of the novel?
Additional information		

Homework	Our department policy is that students receive one piece of homework each week. These are decided in advance and included in the students work booklets each half term. In addition to their English homework, students are also expected to complete 30 minutes of Sparx Reader in order to improve their reading ability each week, as per school policy.
Extra curricular and enrichment opportunities	We run several extra curricular activities and enrichment opportunities throughout the year. We have a poet laureate competition each month for the whole school, we run a creative writing club weekly as well as regular school-wide house competitions.
Useful resources that will support learning	Fiction and nonfiction books Magazines and newspapers BBC Bitesize and Youtube (particularly useful for poetry analysis) Television/film adaptations of literary works, especially those studied in class. The school library and your local library Audible.co.uk (for audio books) Senecalearning.com (for punctuation, spelling and comprehension)
How parents can support learning	• Read 'A Midsummer Night's Dream' and 'Ghost Boys' and discuss them with your child. • Encourage your child to read regularly and in a way that challenges them. This should include fiction and nonfiction. Make sure they update their Reading Log each week and have discussions about what they are reading. • Check your child's homework for spelling, punctuation and grammar. Help them to make corrections and develop accurate writing skills