

# Our Lady Queen of Peace

Catholic Engineering College

## Curriculum Overview

### YEAR 7 ENGLISH-Creativity and Craft

	Knowledge & Understanding				Cultural Capital / Enrichment Opportunities
	Composites (Bigger Picture)	Components (Key Concepts)	Recall & Retrieval Practice Focus	Key Vocabulary	
<b>Half Term 1</b>	<b>Bridging Unit (4 weeks)</b>	<ul style="list-style-type: none"> <li>Introduction to two myths – study of the narrative arc.</li> <li>Continuation of descriptive writing skills from KS2 – creation of setting and character.</li> <li>Development of grammatical skills using CRIB sheet and of standardised descriptive writing structure.</li> <li>Prepare pupils for the study of GOIAS – symbolism.</li> </ul>	<p>To be informed by KS2 data – to include:</p> <ul style="list-style-type: none"> <li>Key vocabulary</li> <li>Descriptive writing skills (setting and characterisation)</li> <li>Knowledge of set myths</li> </ul>	<p>narrative arc myth mythical setting descriptive</p>	Learning about past and mythical cultures.
<b>Half Term 1 and 2</b>	<b>Girl Of Ink and Stars</b> Study of a novel.  (10 weeks)	<ul style="list-style-type: none"> <li>Developing an understanding of what constitutes a novel and how they engage the reader</li> <li>Knowing the conventions of a myth and where they originate from</li> <li>Developing an understanding of how character, setting and mood can be established by a writer.</li> <li>Knowing the conventions of a letter</li> <li>Knowing the conventions of descriptive writing</li> <li>Developing knowledge of the key vocabulary and how to accurately spell them</li> </ul>	<p>Regular recall of plot, character, theme and key vocabulary throughout: Do Now activity Knowledge Check Ups Pupil questioning</p>	<p>Protagonist, Tension , Conflict, Cartographer, Narrative Perspective, Myth , Setting, Oppression, Tyrant, Foreshadow</p>	Links to Greek Myths Theseus and The Minotaur.
<b>Half Term 3</b>	<b>Poetic Giants</b>	<ul style="list-style-type: none"> <li>Reading and understanding poems from a variety of different poetic movements</li> <li>Exploring the poetic voice/perspective.</li> <li>Exploring the conventions of different poetic styles.</li> <li>Learning about contextual influences that impact the way a poem is written.</li> <li>Developing the skills needed to write poetry.</li> <li>Making purposeful language choices as a writer themselves.</li> </ul>	<p>Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p>	<p>Perspective Persona Enjambment Stanza Caesura Tone/mood</p>	<p>Internal poetry competition and/or poetry aloud competition (internal or external)</p> <p>The introduction to prominent figures in poetry.</p>

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<b>Half Term 4</b>	<b>The Tempest</b> Study of a play.	<ul style="list-style-type: none"> <li>• Reading and understanding an entire Shakespeare play</li> <li>• Exploring the role of the key characters.</li> <li>• Learning about Jacobean theatre and Shakespearian life</li> <li>• Exploring issues regarding colonialism and how ideas have changed over time.</li> <li>• Developing language analysis skills</li> <li>• Developing and understanding a dramatic device and the art of performance</li> </ul>	<p>Links back to GOIAS. Compare Prospero and The Governor. Comparison of the use of setting/location.</p> <p>Regular recall of plot, character, theme and key vocabulary through: Do Now activity Knowledge Check Ups Pupil questioning</p>	Jacobean, Supernatural, Vengeance, Reconciliation, Virtue, Exploitation, Colonialism Soliloquy Dramatic Irony	Use of visual clips of play being performed to show how it looks on stage. Links with Shakespeare North. Historical context- colonialism and patriarchy. Link with Drama to develop performance elements.
<b>Half Term 5</b>	<b>Reading &amp; Vocabulary Development</b>	<ul style="list-style-type: none"> <li>• Reading fluency</li> <li>• Automaticity in identifying words</li> <li>• Development of knowledge of phonetic sounds and their pronunciations</li> <li>• Building in high utility knowledge</li> </ul>	Constant revisiting of vocabulary from previous session.	See High Frequency word list and lesson overview that lists vocab that is pre-taught.	Varied texts with pre-teaching of knowledge on a variety of topics such as: The Channel tunnel Jamaica The Isles of Scilly etc
<b>Half Term 6</b>	<b>Travel Writing</b>	<ul style="list-style-type: none"> <li>• Reading unseen extracts for understanding</li> <li>• Understanding PAFT and applying it to new texts</li> <li>• Developing an understanding of genre and genre conventions.</li> <li>• Development of knowledge of simile, metaphor, hyperbole and personification.</li> <li>• Exploration of texts effect in the reader.</li> </ul>	<p>Links back to setting in GOIAS and The Tempest.</p> <p>Regular recall of ideas, conventions and literary methods through: Do Now activity Knowledge Check Ups Pupil questioning</p>	First person narrative, fronted adverbial, extended metaphor, personification, repetition, sensory description	Exploration of different places through texts.

## Key Assessments

When	What will be assessed?	Why is this being assessed?
Half Term 1	Writing a description of setting. Writing a myth.	To understand starting points for new Y7 students.  To assess the development of writing based on the bridging unit.
Half Term 2	Mid-Year Assessment  Writing a description of the Labyrinth.	Components in Mid Year assessment, assess knowledge of the topic and skills developed so far.  To assess the development of writing based on feedback from assessment in HT1.
Half Term 3	Poetry – analysis of a poem Knowledge and Skills Checker	<ul style="list-style-type: none"> <li>To assess knowledge and analytical skills taught throughout HT 2 and 3.</li> </ul>
Half Term 4	Analysis of Caliban Knowledge and Skills Checker	<ul style="list-style-type: none"> <li>To assess knowledge and the development of analytical skills taught throughout HT2,3 and 4.</li> </ul>
Half Term 5	Amber reading? <ul style="list-style-type: none"> <li>EOY exam</li> </ul>	<ul style="list-style-type: none"> <li>To assess knowledge and skills taught through the year.</li> </ul>
Half Term 6	Skills and Knowledge Checker <ul style="list-style-type: none"> <li>Travel writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>To assess knowledge and skills taught in HT6.</li> </ul>