

English Year 7 – Curriculum Intent – In Year 7 our curriculum lays the foundation of the knowledge needed to understand how subsequent texts were influenced by the very early literary movements of the Literary Canon. Students begin by exploring the concept of ‘Quests’ through a variety of myths and legends, which lays the foundation of narrative structure, genre and character archetypes. Students study Beowulf – the first example of a written text in the British Literary Canon. Students then move on to exploring the concept of the ‘Seven Deadly Sins’. This begins by students gaining knowledge of the key stories of the Bible, which enable them to have the knowledge to see how the subsequent authors they study, such as Dickens and Priestley, were influenced by the stories of the Bible. Students then finally are introduced to the Renaissance period through studying Spenser’s The Fairy Queen and then have an introduction to Shakespeare, before reading the whole of Macbeth. This introduces students to Shakespearian language, Elizabethan culture and the types of stories and characters Shakespeare chose to write about. This prepares them for the study of Romeo and Juliet in their GCSE English Literature exam. Macbeth will consolidate the concepts students have studied throughout Year 7, by exploring Macbeth’s quest for power, the influence of the mythological creatures of the witches, as exploring the Christian virtues and concepts of evil. Macbeth also links thematically and conceptually to the study of The Crucible at the start of Year 8.

	<u>Unit Intent</u> (i.e. how does support learning in the next unit/future units/exam prep, etc)	<u>Content Coverage</u>	<u>Method/s of Assessment</u> (At least one method of assessment to be listed per term)
<u>Term 1 and 2 Concept: Quests</u>	<ul style="list-style-type: none"> • Introduction to metalanguage and key vocabulary – feeds forward to all future units and all years and AO2; * • Literary heritage; feeds forward to AO3 in GCSE criteria • Significance/influences of differing cultures in English Lit; feeds forward to AO3 in GCSE criteria • Introduction to character types and narrative plots; 	<ul style="list-style-type: none"> • The Odyssey – Greek Gods • Roman Stock Characters – Roman Gods • Beowulf – Norse Gods • Vikings – Non-Fiction • Arthurian Legend (Ballads) • George and the Dragon (contemporary poem) 	<ul style="list-style-type: none"> • Quiz – Greek and Roman Mythology • PEE writing – The Odyssey • Narrative – Roman Stock Characters (literacy) • Transactional writing – articles (DAFOREST) • Transactional writing – letter (DAFOREST) • Annotation of Lady of Shallot • Quiz – Romantics • PEE writing – Not My Best Side

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	<p>feeds forward to all future units and years</p> <ul style="list-style-type: none"> • Introduction to theatre; feeds forward to the study of Shakespeare and Priestley at GCSE • Introduction to narrative writing; feeds forward to GCSE Narrative writing • Introduction to analytical writing (PEE) and the rigours around this skill; feeds forward to all future units and all years. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11. • Introduction to transactional writing skills (articles/film review). feeds forward to GCSE Language writing exam 		
Term 3 and 4 Concepts: Seven Deadly Sins	<ul style="list-style-type: none"> • Introduction to the stories of the Bible and how this influenced classic works of English Literature. Feeds on 	<ul style="list-style-type: none"> • Key stories and Parables from the Bible (extracts to include: Garden of Eden (serpent), The Road 	<ul style="list-style-type: none"> • Narrative – write a parable (linked to prior knowledge and literacy)

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	<p>from the study of Roman, Greek and Viking religion to show similarities and differences. Feeds forward to future units and all years (as all literary texts were influenced by the Bible to a certain extent). In particular the study of Macbeth, The Crucible.</p> <ul style="list-style-type: none"> • Understanding of how Biblical stories were influenced by historical events and cultures. Feeds on from the study of Roman, Greek and Viking religion to show similarities and differences. Feeds forward to AO3 in GCSE criteria. • Development of knowledge of the theatre and morality plays. Feeds forward to the study of Shakespeare and Priestley at GCSE. • Introduction to how different character types can represent the Seven Deadly Sins. Feeds on from the Bible Studies Unit. Feeds forward Feeds forward to the study of Shakespeare and Priestley at GCSE. Also feeds forward to the study of The Crucible 	<p>to Damascus, Temptation of Christ, The Last Supper leading to the Crucifixion and the Resurrection, The Sacrificial Lamb, Book of Revelations)</p> <ul style="list-style-type: none"> • Extracts from the Mystery Cycles (morality structure) • Chaucer texts: The Prologue, The Knight's Tale, The Miller's Tale, Wife of Bath 	<ul style="list-style-type: none"> • Speaking and Listening – presentation (design your own class/feudal system) • Mini-PEE practice – The Miller and Wife of Bath • Quiz – Bible stories • PEE writing – Comparative Assessment (The Miller and Wife of Bath) • Create a pilgrim's progress – AO5 and AO6. • Quiz – Chaucer
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	<p>and Macbeth, as well as The Lord of the Flies and Animal Farm.</p> <ul style="list-style-type: none"> • Development of understanding of the feudal system and how this influenced medieval and subsequent English culture. Feeds on from the different societies and systems of Governments that was studied in the Quests Unit. Feeds forward to AO1 and 3 in GCSE criteria. • Introduction to the significance of Chaucer in the literary Canon. Feeds forward to AO1, 2, 3 and 4 in GCSE criteria. Also feeds forward to their understanding of how Middle English developed into Modern English when studying Shakespeare. • Development of analytical writing (PEE). Feeds on from previous opportunities to develop this skill in Terms 1 and 2. Feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be 		
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	<p>acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore, this skill is constantly applied to all texts and extracts studied from Year 7 and 11.</p> <ul style="list-style-type: none"> Development of writing skills Feeds on from previous opportunities to develop this skill in Terms 1 and 2. Feeds forward to all future units and all years where students will practice either narrative or transactional writing skills, as needed for the GCSE Language Writing Papers. 		
<u>Term 5 and 6 Concepts: Good vs Evil</u>	<ul style="list-style-type: none"> Introduction to Shakespeare's language. Feeds on from the study of Middle English in the Chaucer Unit. Feeds forward to the study of Shakespeare in all years and GCSE. Introduction to Elizabethan culture. Feeds on from the study of Medieval England and the study of Greek, Roman and Viking Culture. Feeds forward to AO3 in GCSE criteria. Development of analytical writing (PEE) and the 	<ul style="list-style-type: none"> Thomas Malloy's 'The Fairy Queen' Introduction to Shakespeare Read the whole of Macbeth 	<ul style="list-style-type: none"> Mini PEE analysis of Britomart in an extract from the epic poem Transactional Writing – Report about life in Elizabethan England Extract analysis: How do Lord and Lady Macbeth speak and Essay: How is Macbeth presented at different points in the play? Creative writing from the point of view of one of the witches

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	<p>development of subject terminology. Feeds on from previous opportunities to develop this skill in Terms 1 - 4. Feeds forward to future units and all years. Key skill in both GCSE exams. This is because it is the central skill that needs to be acquired to answer the GCSE Literature exam and the reading sections of the GCSE Language exam. Therefore this skill is constantly applied to all texts and extracts studied from Year 7 and 11.</p> <ul style="list-style-type: none"> • Development of knowledge of stock characters and archetypes and how Shakespeare uses and subverts these. Feeds on from the study of Roman Stock characters in Term 1. Feeds forward to the study of Shakespeare in all years and GCSE. • Development of understanding of how Shakespeare was influenced by the Bible and Myths and Legends and how he, in turn, influenced future writing. Feeds on from the Bible 		<ul style="list-style-type: none"> • Macbeth Knowledge based quiz embedded throughout the study of the play
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	<p>Studies Unit in Term 3. Feeds forward to AO1, 2, 3 and 4 in GCSE criteria.</p> <ul style="list-style-type: none"> • Historical context of Protestant and Catholic tensions and the Monarchy and how this influenced Shakespeare. Feeds on from their previous study of religion in Greek, Roman and Viking Culture. Feeds forward to AO3 in GCSE criteria. • Explore context of James I and how this influenced Shakespeare. Feeds forward to AO3 in GCSE criteria. Also feeds forward to the study of The Crucible in Term 1 of Year 8. 		
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