

The English Martyrs Catholic School and Sixth Form College



<u>English Year 7</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<u>Topic Theme and Intent</u>	Students will engage with key societal issues through the reading of Robert Swindell's Stone Cold . They will be introduced to characterisation, narrative and plot structure, exploring the way in which the writer crafts fiction to provoke emotion in the reader.	Students will develop an appreciation of the life and works of William Shakespeare, with a focus on the comedy genre . They will be introduced to key themes, dramatic conventions and language and explore Shakespeare's observations of the human condition.	Students build on their understanding of different literary forms by studying a selection of literature from other cultures . This prepares students for life outside of school by ensuring that they are able to understand different experiences of life around the world.
<u>Knowledge</u>	<ul style="list-style-type: none"> The conventions of fiction. The relevance of the theme of social injustice in the modern-day world. The impact of dual narrative The significance of characterisation. 	<ul style="list-style-type: none"> The established traditions of comedy. The relevance of 16th/17th century drama in the 21st century. The dramatic structure and impact of the text on the audience. 	<ul style="list-style-type: none"> Poetic conventions and structures. Contextual knowledge of cultures from around the world. How the experience of writers influences the crafting of their work.
<u>Skills</u>	Students will make inferences from, analyse , and evaluate aspects of the narrative, using evidence from the text and relevant terminology to support. Students will develop the ability to craft descriptive writing using appropriate language devices.	Students form personal responses to a literary text by making inferences and analysing language choices, using relevant literary terminology to support ideas.	Students will craft their own narrative writing, effectively drawing on their own experiences. They will demonstrate understanding through analysis and evaluation of poetic technique .
<u>Literacy Links</u>	<p>Reading – students will read the whole novel, looking for meaning and offering interpretation.</p> <p>Writing -writing with purpose; to describe and to express and opinion.</p> <p>Oracy – students will have the opportunity to discuss challenging ideas about society and express their own opinions with clarity and confidence.</p>	<p>Reading – key scenes from Much Ado About Nothing Reading for meaning and offering own interpretations.</p> <p>Writing - forming precise sentence structures, SPO, writing to describe.</p> <p>Oracy – performing Shakespearean language, discussion of plot, theme, etc.</p>	<p>Reading – a selection of poetry from various cultures.</p> <p>Writing – crafting writing with purpose: creating sensory imagery, showing rather than telling, making precise vocabulary choices.</p> <p>Oracy – reading texts aloud and articulating what they feel, imagine, think about them.</p>
<u>Essential Vocabulary</u>	Vulnerable, victimised, exploitation, apathy, characterisation, setting, narrative.	Elizabethan, Jacobean, renaissance, patriarchal, prologue, epilogue, sonnet.	Culture, identity, persona, experience, stanza, structure, rhythm, rhyme, meaning.

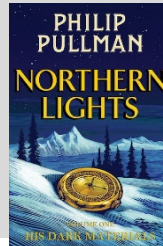
Disciplinary Reading

Robert Louis Stevenson – Treasure Island



Reading for Pleasure

Philip Pullman – Northern Lights



Frank Cottrell-Boyce - Millions



Michael Morpurgo – Private Peaceful



The English Martyrs Catholic School and Sixth Form College

