

Programme of Study: English
Year 7

<p>HT 1</p>	<p>Content, Skills & Objectives</p> <p>Autobiographical Writing</p> <ul style="list-style-type: none"> Identify and explore features of genre including perspective Use of vocabulary and sentence structures in imaginative ways to impact readers Carefully consider structure of writing so it is coherent Use ideas from reading to inform independent writing <p>KS2 link: describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>NC: W1, W2d, W3, W4, W6a, W6b, W6c, GV1b</p>	<p>T&L resources & Key Words (vocabulary for NHTW)</p> <ul style="list-style-type: none"> Explore definition and generic features: perspective/tense/purpose/chronology/key events in a person’s life. To explore differences between biography and autobiography, Text focus for comprehension/inference – “Becoming” Michelle Obama Text focus – creating a sense of place to understand a person. Nelson Mandela extract – explore language/techniques used to create a sense of place Writing focus – extract from “I Capture the Castle” of a character writing their memoir. Pupils to use the example as a model for a piece of writing introducing ideas about sensory language, sentence structure writing about memory of a new place which creates fear/anxiety using figurative language/imagery. Focus extract “Cider With Rosie” Laurie Lee. Reference back to baseline writing task about fear. <p>Key Words Bewilderment; tentative; trepidation; apprehension; foreboding; composure; despondent; alienated; consolation; solace.</p>	<p>Marking & Feedback: Assessment & Homework</p> <p>Baseline Writing task to establish targets/focus for writing</p> <p>Pupils to produce a piece of first-person autobiography about their experience of a new place: secondary school. Extended metaphor of school as a jungle – explore senses to create this.</p> <p>Analysis needs to be carefully modelled by teachers and built up from shorter pieces to developed paragraphs (Consider KS2 Reading questions on inference as starting point.) Building around writer’s intention Green pen responses in exercise books independently.</p> <p>Homework Weekly Bedrock Learning tasks (40 mins)</p>	<p>CEIAG Opps including roles and competencies</p> <p>Competencies: literacy and communication</p> <p>Career role/focus: Politics</p>	<p>Standardisation/ Moderation</p> <p>Familiarise staff with mark scheme to assess pupils work: GCSE Language writing scheme. Look at examples from previous year’s work to establish standards. Staff to create model paragraphs. Establish how marks/bands relate to KS3 school data system of 4+/5+/7+. Dept time used for moderation of assessment.</p>
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<p>HT 2</p>	<p><u>Content, Skills & Objectives</u></p> <p><u>Class novel: A Monster Calls</u></p> <ul style="list-style-type: none"> - Exploration of how character is presented - Use of symbolism and metaphor, motif - Narrative Voice - Word level analysis: verbs, repetition, alliteration, abstract nouns etc - Sentence level: use of short sentences, dialogue, etc. - Presentation of relationships - Theme of relationships, family, isolation, denial and loss - Structure of story - Scaffolding analytical responses <p><u>KS2 Link:</u> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • (NC R6a, R6c, GV1b, 1f) <p>NC R1, R2, R5c R5b, R5a, NC W2a GV1c, e</p>	<p><u>T&L resources & Key Words (vocabulary for NHTW)</u></p> <p>This is a brand-new unit for the department and will evolve over time. Teaching resources, including PowerPoint slides, are available on the shared area.</p> <p><u>Themes:</u></p> <ul style="list-style-type: none"> • Relationships • Family isolation • Denial and loss • Emotions and how they're represented (anger, fear, denial, frustration) <p><u>Key Words:</u> inference/infer; implies; suggests; evokes; connotes; denotes; manifest; bewilderment; menacing; distraught; angst; estranged; acceptance; denial; desperation; turmoil.</p>	<p><u>Marking & Feedback: Assessment & Homework</u></p> <p>Weekly Big Writes to consolidate learning – teacher to define task according to T&L and marking outcomes</p> <p>Week 2 TA Big Write: <i>First impressions of the monster</i></p> <p>Week 8 TA Big Write: <i>How does Patrick Ness build tension at the end of the novel?</i></p> <p>(Please ensure other peer assessed Big Writes include writing focus opportunities)</p> <p><u>Assessment:</u> <i>How is Conor's relationship with his dad presented in "Champ" and "Americans don't get much holiday."</i></p> <p><u>Homework:</u> Weekly Bedrock Learning tasks (40 mins)</p>	<p><u>CEIAG Opps including roles and competencies</u></p> <p><u>Competencies:</u> Teamwork, problem-solving, listening, independence</p>	<p><u>Standardisation/ Moderation</u></p> <p>Familiarise staff with mark scheme to assess pupils work: GCSE Language mark scheme for shorter analysis tasks. GCSE lit mark scheme for end of unit essay-style responses. Also consider KS2 Inference questions as pupils starting points. Look at examples from previous year's work to establish standards. Staff to create model paragraphs. Establish how marks/bands relate to KS3 school data system of 4+/5+/7+. Dept time used for moderation of assessment.</p>
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<p>HT 3/4</p>	<p>Content, Skills & Objectives</p> <p>Fantasy Fiction and Short Stories</p> <ul style="list-style-type: none"> • Be able to identify and use language devices / techniques • Consider the effect of language choices on a reader • Be able to explain how language devices create effects. • Identify structural features of a text and explain their effects on a reader • Understand/analyse writers use of language/literary techniques/narrative/structural features <p>KS 2 Link: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>(NC R6a, R6c, GV1b, 1f)</p> <p>NC R1, R2, R5c R5b, R5a, NC W2a GV1c, e</p>	<p>T&L resources & Key Words (vocabulary for NHTW)</p> <ul style="list-style-type: none"> • Introduction to fantasy genre – explore definition and conventions (lore, characters, settings, conflict, magic!) Consider why fantasy is so popular (escapism, imagination) • Begin to identify language devices used to describe the chocolate room, focusing on adjectives and verbs • Use Eragon extract to begin to consider how a writer establishes a character • Then use the extracts from <i>The Lion, the Witch and the Wardrobe</i> to look at the presentation of either Mr Tumnus or the White Witch, or both • Use the extract from <i>The Subtle Knife</i> to explore how Pullman establishes the setting of Cittagaze • Use the extract from <i>Northern Lights</i> to consider how a writer builds tension. Analysis could be focused on use of different sentence structures, punctuation and imagery for effect <p>Key Words Chivalry; escapism; liminality; alchemy; chimerical; demonic; elfin; allegory; vassal; immorality.</p>	<p>Marking & Feedback: Assessment & Homework</p> <p>Assessment: Knowledge recall and retrieval while reading the text including quotation revision and multiple choice questioning on plot/character/techniques</p> <p>Extract analysis focussing on character/theme. Analysis needs to be carefully modelled by teachers and built up from shorter pieces to developed paragraphs (Consider KS2 Reading questions on inference as starting point</p> <p>When feeding back, pupils to have good quality models to refer to. Green pen responses in exercise books independently.</p> <p>Homework Weekly Bedrock Learning tasks (40 mins)</p>	<p>CEIAG Opps including roles and competencies</p> <p>Competencies: literacy and communication</p> <p>Career role/focus: Politics</p>	<p>Standardisation Moderation</p> <p>Familiarise staff with mark scheme to assess pupils work: GCSE Language mark scheme for shorter analysis tasks. GCSE lit mark scheme for end of unit essay-style responses. Look at examples from previous year's work to establish standards. Staff to create model paragraphs.</p> <p>Establish how marks/bands relate to KS3 school data system of 4+/5+/7+. Dept /INSET time used for moderation of assessment.</p>
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<p>HT 4</p>	<p>Content, Skills & Objectives</p> <p>Speaking and Listening: Re-generation of Maryport, group presentation on how money could be spent to re-generate the town. (inform/persuade focus)</p> <ul style="list-style-type: none"> • KS2 Link: participating in formal debates and structured discussions, summarising and/or building on what has been said <p>Identify purposes of talk in “real world” context (SL1a, b, c, d)</p> <ul style="list-style-type: none"> • Develop understanding of concepts of register and formality (SL1a) • Understand the verbal and non-verbal skills required for formal presentation (SL1a, b, c, d) • Develop skills of questioning/responding to what is heard (SL1c) • Develop engagement strategies in presentation (SL1a, d) • Develop skills in structuring speech/parts of speech for emotive impact (SL1a, c, d) • Develop use of Language/rhetorical techniques for impact (W3, 4, 5) • Develop sentence structure for impact (W6a, b) 	<p>T&L resources & Key Words (vocabulary for NHTW)</p> <p>Initial focus to watch examples of successful/unsuccessful presentations (Dragon’s Den, The Apprentice etc) to explore key features of talk/formal presentation.)</p> <ul style="list-style-type: none"> • Introduce concept of register and explore differences between formal/informal and specialist register; link to idea of different audiences • Explore vocal ideas of pitch, tone, pace, projection, emphasis • Explore visual ideas of eye contact, facial expression, posture, hand gestures, body language • Structure of speech (P.E.E.P) and use of connectives for coherence • Sentence structures to: express/justify opinions, agree/disagree, compromise, challenge, clarify, persuade, counter-argue • Explore different questioning strategies: Consider different viewpoints, probe for evidence and reasons, consider consequences • Rhetorical/grammar features for persuasion including AFOREST features, modal verbs, pronoun choices 	<p>Marking & Feedback: Assessment & Homework</p> <p>Assessment: short knowledge-based tests on techniques/ideas.</p> <p>Writing: Produce an engaging opening to a presentation which considers audience engagement and language techniques.</p> <p>Speaking and Listening: To play an active role in formal group presentation to persuade audience that they have the best ideas for the re-generation of Maryport. To listen and respond to what they hear asking questions. (Possible involvement of governors/Rotary to act as judges.)</p> <p>Peer and self-assessment to be used to assess other groups and set targets.</p>	<p>CEIAG Opps including roles and competencies</p> <p>Competencies: Teamwork, problem-solving</p> <p>Career role focus: Public Relations, tourism</p>	<p>Standardisation Moderation</p> <p>View examples of standardised videos of Speaking and Listening (AQA website) to identify standards for pass, merit, distinction criteria. Particular focus on sophisticated vocabulary and elaborating on ideas in response to questioning for distinction criteria.</p> <p>Possible filming of examples to share for moderation.</p>
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<p>HT 5</p>	<p>Content, Skills & Objectives Relationships poetry (including introduction to Wordsworth and Romantics.)</p> <ul style="list-style-type: none"> • KS2 Link: identifying how language, structure and presentation contribute to meaning • Explore biographical context of Wordsworth and links to local area and how this impacts on poetry (R1,2a) • Introduce and explore elements of literary movement of Romanticism/Romantics (R1, 2a) • Explore and analyse range of poetic forms, language and structural techniques (R6a, b, e, f) • Make critical comparisons between poems and poems across time (R6e) • Continue to develop skills in academic writing centred around writer’s intentions (W1, 2a, 3) • Use poetic form, language techniques, structural techniques in their own writing of poetry (W4, 5, GV1b, c) • Develop skills of presentation: Learn/recite poems/parts of poems (SL1b, d) 	<p>T&L resources & Key Words (vocabulary for NHTW)</p> <p>Focus initially on Wordsworth as writer with local links (could be opportunity for Wordsworth Trust involvement, Dove Cottage.) Explore poems linked to nature. Poetic form focusses on ballad and sonnet.</p> <p>Introduce concepts of the Romantic – power of nature- and other Romantics: Shelley, Byron, Blake. Extension- poetry as form of protest (link to writer’s intentions).</p> <p>Language and structural focus: lexical field, metaphor, extended metaphor, sibilance, assonance, caesura, enjambment, rhyme, half-rhyme, meter.</p> <p>Further study of modern poets with focus on diversity of voice and family relationships alongside nature (old anthologies eg: Scannell, Nichols). Changes in form/structure.</p> <p>Preparation for end of year 7 examination: Responses to unseen extract of fiction and writing to describe/narrate (AQA KS3 tests or create test based on these)</p> <p>Wonder, Sublime, Tranquility, Romanticism The self, Pantheism</p>	<p>Homework: Weekly Bedrock Learning tasks (40 mins)</p> <p>Marking & Feedback: Assessment & Homework</p> <p>Assessment: Short knowledge based tests on biography of poets, techniques, themes. Recall of lines/quotations from poems and poems by heart.</p> <p>Reading: Focus on presentation of nature in poetry by Wordsworth initially. How does Wordsworth present ideas about nature . . . ? Comparison of two poets’ presentation of relationship with nature/family relationship (children). Includes modern poetry (old anthology poetry)</p> <p>Potential to respond to short unseen poems/extracts.</p> <p>Writing: Produce their own poetry following form of ballad/sonnet, individual poets’ style. Green pen</p>	<p>CEIAG Opps including roles and competencies</p> <p>Competencies: Presenting, creativity</p> <p>Career role focus: writing, editing, publishing</p> <p>Enrichment opportunity: Dove Cottage/Wordsworth Trust visit in school</p>	<p>Standardisation Moderation</p> <p>Particular consideration of lit mark scheme in relation to contextual elements and how three AOs combine. Share/create models of answers of questions pupils will attempt.</p> <p>Dept meeting used for moderation</p> <p>Explore specific issues coming from marking to feedback into teaching.</p>
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<p>HT 6</p>	<p>Content, Skills & Objectives</p> <p>Shakespeare and Comedy: A <i>Midsummer Night's Dream</i> (including elements of fiction/non-fiction writing) KS2 Link: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> • Explore social/historical context of Elizabethan England/Shakespeare and how this affects literary texts (R1,2b, 5c) • Explore genre of drama/conventions of comedy including structure/character roles (R6a, c, d GV 2e) • Develop pupils' knowledge of Shakespeare's language, grammar, syntax (R5a, 5c, 6a, 6d, GV 1b) • Develop skills of inference/recall/analysis (R5b, c, 6a, c, d, GV1b) • Understand/analyse writers use of language/literary/dramatic techniques (R5a, b, c, d, 6a, b, c, d, e, f) • Develop skills for academic writing including writer's intention (W1, 2a, 3, 4, GV1c, e) • Develop skills for descriptive writing; vocabulary, sentence 	<p>T&L resources & Key Words (vocabulary for NHTW)</p> <p>Features of comedy: Marriage/misconception/disguise, gender/setting</p> <ul style="list-style-type: none"> • Dreams/illusion/doubling (Appearance and Reality) • Different forms of love • Order and disorder • Patriarchy and power • Role of The Mechanicals/The Fairy • Character development (the foil) <p>Language/structure:</p> <ul style="list-style-type: none"> • Verse/prose/iambic pentameter • Dramatic irony/wordplay • Foreshadowing • Imagery (Moonlight/sight/animals) • Dramatic structure/stagecraft <p>Writing:</p> <ul style="list-style-type: none"> • Variation of sentences for impact (compound/complex sentences – manipulating clause structures, position of subordinate clauses.) • Figurative language: use an extended metaphor, use of motif (eg light/weather) • Vocabulary for impact: expanded noun phrases, patterns of verbs <p>Specific vocabulary focus on Shakespearian insults</p> <p>Key Words Blank verse; dramatic irony; foreshadowing; iambic pentameter; metaphor; patriarchy; protagonist; simile; soliloquy.</p>	<p>responses on reading tasks to be completed in books.</p> <p>Homework: Weekly Bedrock Learning tasks (40 mins)</p> <p>Marking & Feedback: Assessment & Homework</p> <p>Assessment: Knowledge recall and retrieval while reading the text including quotation revision and multiple choice questioning on plot/character/techniques Extract analysis: How does Shakespeare use language to present Helena and Hermia in the extract? Genre focus: Starting with the extracts and using your own knowledge, explain why AMND is considered a comedy. Writing: Fiction writing based on enchanted forest setting in the play.</p> <p>All assessment responses to be modelled by teachers. Green pen responses in exercise books.</p>	<p>CEIAG Opps including roles and competencies</p> <p>Competencies: Aiming High, Listening</p> <p>Career role focus: Acting, speech/language therapist</p> <p>Enrichment opportunity: Theatre trip for performance/ Workshops in school (Initiate theatre)</p>	<p>Standardisation Moderation</p> <p>Consideration of lit mark scheme with particular focus on comparison elements. Consider balance of AOs in reaching a mark. Create model answers to share as examples.</p> <p>Explore specific issues coming from marking to feedback into teaching.</p>
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	structure and variety, figurative language (W1, W2d, W3, W4, W6a, W6b, W6c, GV1b)		Homework: Weekly Bedrock Learning tasks (40 mins)		
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