

## Year 7 Long Term Plan

The English Curriculum is structured around four key concepts: Context, Construct, Language and Theme. We also teach writing explicitly across our curriculum including analytical, creative and transactional writing. Our students experience a broad range of texts in their study of English whilst developing deep knowledge and mastery of our key concepts throughout their KS3 study.

Term 1 - Literary Heritage	Term 2 - Aspects of Narrative	Term 3.1 - Poetry	Term 3.2 - Shakespeare
The Odyssey	The Bone Sparrow	Identity Poetry	Much Ado About Nothing
Key Concepts - Essential Knowledge	Key Concepts - Essential Knowledge	Key Concepts - Essential Knowledge	Key Concepts - Essential Knowledge
<p style="text-align: center;"><u>Context:</u> Greco-Roman Tradition</p> <p style="text-align: center;"><u>Construct:</u> Introduction to character as construct, Booker types &amp; shapes of stories, characters as archetypes, literary conventions.</p> <p style="text-align: center;"><u>Language:</u> Etymology, explicit, implicit information</p> <p style="text-align: center;"><u>Themes:</u> Society (hierarchy, patriarchy, morality)</p> <p style="text-align: center;"><u>Identity:</u> (heroes and villains); Conflict (internal, external)</p> <p style="text-align: center;"><u>Disciplinary Knowledge:</u> Constructing thesis statements, using textual evidence to express opinion, developing 1st person perspective to write about past events</p>	<p style="text-align: center;"><u>Context:</u> Modern- global issues</p> <p style="text-align: center;"><u>Construct:</u> Narrative perspectives, settings, character development</p> <p style="text-align: center;"><u>Language:</u> Descriptive language to create meanings (settings and characters), sensory description and emotive imagery</p> <p style="text-align: center;"><u>Themes:</u> Freedom, Society (influence on our identity and social responsibility to be respectful)</p> <p style="text-align: center;"><u>Identity:</u> (linguistic, heritage, belonging) Conflict (internal, external)</p> <p style="text-align: center;"><u>Disciplinary Knowledge:</u> Tracking character development, inferring meanings, structuring analysis of character, use of sensory descriptions and emotive imagery to describe place</p>	<p style="text-align: center;"><u>Context:</u> Authorial context informs text</p> <p style="text-align: center;"><u>Construct:</u> Poetic form &amp; structure; authorial intent vs reader response</p> <p style="text-align: center;"><u>Language:</u> Literal, figurative, tone, metaphor, symbolism, rhetorical devices, ethos pathos, logos</p> <p style="text-align: center;"><u>Theme:</u> Society (influence on our identity and social responsibility to be respectful)</p> <p style="text-align: center;"><u>Identity:</u> (linguistic, heritage, belonging) Conflict (internal, external)</p> <p style="text-align: center;"><u>Disciplinary Knowledge:</u> Exploring denotations and connotations, building on the prior learning by applying analytical writing to single poem analysis, writing to purpose and audience, conventions of speech writing inc. structure) , know how to project their voice to be heard by all listeners, Know how to</p>	<p style="text-align: center;"><u>Context:</u> Shakespearean context &amp; anti-racist approaches to Shakespeare; audience response</p> <p style="text-align: center;"><u>Construct:</u> Characteristics of a play; character as a construct; conventions of a comedy</p> <p style="text-align: center;"><u>Language:</u> Shakespearean language, figurative language, metaphor, tone</p> <p style="text-align: center;"><u>Theme:</u> Society (hierarchy, patriarchy, morality); Conflict (internal/external);</p> <p style="text-align: center;"><u>Identity:</u> (heroes/villians, monsters/victims); Power (powerlessness and agency)</p> <p style="text-align: center;"><u>Disciplinary Knowledge:</u> Character and theme focus, subordinating thesis statements, connecting extract and whole text analysis, applying rhetorical devices for effect, conventions of formal debates, know how to clearly express and justify opinions, know how to</p>

		use paralinguistic features to enhance engagement and clarity.	respectfully disagree and seek clarification (in both a formal and informal context), know how to listen and respond appropriately to what others say (in both a formal and informal context)
Assessment			
<p><u>Reading outcomes:</u> Introduction to analytical essay writing: thesis statements and agreeing/disagreeing with given statements</p> <p><u>Writing outcomes:</u> Autobiography writing and developing narrative voice</p>	<p><u>Reading outcomes:</u> Analytical essay writing: thesis statement, analysis of character through a modern novel</p> <p><u>Writing outcomes:</u> Descriptive writing (setting and creating atmosphere)</p>	<p><u>Reading outcome:</u> Analysis of a single poem (taught)</p> <p><u>Writing outcomes:</u> Speech (+reiterated autobiography writing)</p> <p><u>Spoken Language outcomes:</u> Art of rhetoric (speech on their own identity)</p>	<p><u>Reading outcome:</u> Analytical essay writing: analysis of an extract from the play</p> <p><u>Writing outcome:</u> Speech</p> <p><u>Spoken Language:</u> Art of rhetoric (debate about the characters)</p>