KS3 Curriculum Overview: English
Year 7 Reading (What, How, Why)

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	**<u>Non-Fiction Texts</u>** **Travel Writing**	**<u>Victorian Themed Novel</u>** ***The Ruby in the Smoke* by Phillip Pullman**	**<u>Fiction Texts</u>** **Story arcs and structure**	**<u>Play Text</u>** **Frankenstein the play**	**<u>Shakespeare</u>** **Introduction to Shakespeare**	**<u>Poetry Anthology</u>** **Character and Voice: Criminal Voices**
Ethos links	**Character –** respect, responsibility, difference **STEM –** Use of technology to produce texts and for travel	**Character –** respect, responsibility, kindness **STEM –** Importance of technology and engineering to Victorian era	**Character –** respect, responsibility, difference **STEM –** Use of technology and logic through storytelling	**Character –** respect, responsibility, difference, kindness **STEM –** science and how technology raises moral questions	**Character –** respect, responsibility, kindness, difference **STEM –** Importance of technology	**Character –** respect, responsibility, difference
Reading Knowledge	**By the end of this unit, students will know and understand:** ➢ How writers use transactional writing to engage and persuade audiences. The different conventions of non-fiction texts such as rhetoric, synthetic personalisation, facts and opinions and exaggeration.	**By the end of this unit, students will know and understand:** ➢ Relevant Victorian context such as class, poverty, empire, and gender. ➢ The significant events and ideas in the novel. ➢ How the protagonist develops throughout the novel and how she relates to attitudes to gender.	**By the end of this unit, students will know and understand:** ➢ Looking at 3 of the 7 Basic plot types and the conventions of each. ➢ How texts are structured effectively ➢ How to craft basic stories with the ability to embed characters, plot and themes.	**By the end of this unit, students will know and understand:** ➢ How writers use character and dramatic structure to create meanings ➢ How writers use characters to present ideas about society ➢ How 18th and 19th century audiences viewed difference	**By the end of this unit, students will know and understand:** ➢ Relevant Elizabethan and Jacobean context such as religion, power, travel, and gender. ➢ The significant events and ideas in the plays. ➢ How the protagonists and characters are presented in different extracts.	**By the end of this unit, students will know and understand:** ➢ How poets use character and voice to create meanings ➢ That character/ voice in a poem is not always that of the poet. ➢ Language techniques specific to poetry (e.g. simile, metaphor, repetition.)
Reading Skills	**By the end of this unit, students will develop their ability to:** ➢ Understand and comprehend non-fiction travel writing and literary non-fiction ➢ Begin to explain why writers have made the choices that they have made	**By the end of this unit, students will develop their ability to:** ➢ Understand, comprehend, and make personal responses to the portrayal of a Victorian heroine. ➢ Examine word choice and identify language techniques. Begin to factor in relevant contexts to understanding.	**By the end of this unit, students will develop their ability to:** ➢ Understand and comprehend fiction, expanding their cultural capital through traditional stories ➢ Begin to explain why writers have made the choices that they have made	**By the end of this unit, students will develop their ability to:** ➢ Understand and examine word choice and language techniques used in drama texts. ➢ Begin to relate techniques to the ideas and meanings in the play.	**By the end of this unit, students will develop their ability to:** ➢ Understand, comprehend, and make personal responses to the portrayal of Shakespearean character. ➢ Examine word choice and identify language techniques. ➢ Begin to factor in relevant contexts to understanding.	**By the end of this unit, students will develop their ability to:** ➢ Understand and examine word choice and language techniques used in poetry. ➢ Begin to relate techniques to the ideas and meanings in the poem.
Vocabulary and Spellings	persuasion rhetoric synthetic personalisation imagery exaggeration sensory colloquial formal informal autobiography	criminal opium protagonist Victorian Industrial Revolution photography stereoscopic incoherent bohemian formidable	genre structure plot imagery exposition denouement climax comprehension protagonist tragedy	script prologue epilogue monologue romanticism gothic remorse monstrous vengeful reckless	soliloquy protagonist antagonist tragedy comedy meter iambic trochaic Elizabethan Jacobean	voice rhyme simile repetition alliteration stanza metaphor character enjambment onomatopoeia
Assessment	Analysis of language how does Bill Bryson present his views about Milton Keynes	Analysis of how Sally Lockheart is presented in the novel.	Write a short story using the conventions of a traditional story arc	Analysis of how the Creature is presented in the play.	Writing a monologue in character as one of Shakespeare's protagonists or antagonists.	Speaking and Listening presentation: how is Charlotte Dymond presented as victim?

KS3 Curriculum Overview: English
Year 7 Writing (CLOSA) and Speaking and Listening

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	**Non-Fiction Texts** **Travel Writing**	**Victorian Themed Novel** ***The Ruby in the Smoke* by Phillip Pullman**	**Fiction Texts** **Story arcs and structure**	**Play Text** **Frankenstein the play**	**Shakespeare** **Introduction to Shakespeare**	**Poetry Anthology** **Character and Voice: Criminal Voices**
Ethos links	**Character –** respect, responsibility, difference **STEM –** Use of technology to produce texts and for travel	**Character –** respect, responsibility, kindness **STEM –** Importance of technology and engineering to Victorian era	**Character –** respect, responsibility, difference **STEM –** Use of technology and logic through storytelling	**Character –** respect, responsibility, difference, kindness **STEM –** science and how technology raises moral questions	**Character –** respect, responsibility, kindness, difference **STEM –** Importance of technology	**Character –** respect, responsibility, difference
Writing Knowledge	**By the end of this unit, students will know and understand: (Organisation)** ➢ How and when to paragraph. The rules and features of non-fiction text writing such as graphology and formality.	**By the end of this unit, students will know and understand: (Accuracy)** ➢ The rules of standard types of punctuation (such as full stops, commas, speech marks, apostrophes). ➢ How to use them across a variety of text types and writing purposes.	**By the end of this unit, students will know and understand: (Organisation)** ➢ How and when to paragraph. ➢ The rules and features of traditional fiction texts writing considering structure and form	**By the end of this unit, students will know and understand: (Sentences)** ➢ How to construct proper sentences using the essential elements (subject, verb and object) ➢ Sentence demarcation. ➢ Basic sentence types of simple, compound and complex.	**By the end of this unit, students will know and understand: (Language)** ➢ The difference between a simile and a metaphor. ➢ How writers use language techniques in their description to show, not tell.	**By the end of this unit, students will know and understand: (Speaking and listening)** ➢ The themes in the poems such as morality. ➢ How to plan and write a speech. ➢ How to express their own ideas in response to the themes. ➢ How to consider other perspectives as well as their own to provide a balanced argument.
Writing Skills	**By the end of this unit, students will develop their ability to: (Organisation)** ➢ Plan non-fiction considering beginning, middle and end within their structure. ➢ Plan non-fiction to include relevant graphological features/layout.	**By the end of this unit, students will develop their ability to: (Accuracy)** ➢ Use the standard types of punctuation across a variety of text types and writing purposes.	**By the end of this unit, students will develop their ability to: (Organisation)** ➢ Plot a fiction story using Freytag's pyramid ➢ Write in well-structured paragraphs with effective use of punctuation	**By the end of this unit, students will develop their ability to: (Sentences)** ➢ Use sentences accurately. ➢ Use a wide variety of sentence structures in their writing.	**By the end of this unit, students will develop their ability to: (Language)** ➢ Use a wide range of vocabulary. ➢ Use descriptive writing skills such as show not tell and similes and metaphors.	**By the end of this unit, students will develop their ability to: (Speaking and listening)** ➢ Plan and organise a spoken piece. ➢ Speak audibly and express straightforward ideas. ➢ Listen and respond to questions/feedback.
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