

SUBJECT

English

Year

7

SUMMARY CURRICULUM PLAN

| Subject content (What will be covered) CIEG | As a result, what students should know /understand | What students should be able to do | How students will be assessed | By when (Half term 1 > 6) |
|---|--|---|--|-------------------------------|
| <p>- ' Character, themes and context of Twelfth Night</p> <p>- CIEG: skills of writing for an audience and purpose – revision of concepts of formality and informality</p> <p>- SMSC: moral, social and cultural issues surrounding Shakespearean society and modern day audiences. Gender fluidity/ gender acceptance. Love as a cause of suffering/ relationships.</p> | <ul style="list-style-type: none"> - <i>An understanding of Twelfth Night: plot, characters, themes, issues and context.</i> - <i>An understanding of writing for different audiences and purposes in a range of written formats / genres.</i> | <ul style="list-style-type: none"> • <i>Write analytically about character, theme, context; learn key quotes off by heart.</i> • <i>Analyse language and structure devices in both fiction and non-fiction texts</i> • <i>Write in a range of formats / genres</i> | <p>Dialogic marking: Writing assessment – imaginative writing</p> <p>-Reading assessment based on an extract from Twelfth Night</p> <p>Reading assessment based on analysing language and structure devices in a non-fiction article, thematically related to the text</p> <p>Writing assessed pieces – writing to persuade (letter of complaint) and writing to argue (non-fiction) piece arguing why it is important to speak up about gender dysphoria</p> <p>Speaking and Listening assessments: Tour Guide 'Tour of Island' and role-play of characters in 'Letter in the Garden' scene</p> | <p>Term 2</p> |
| | | <p>Travel writing – show detailed reading comprehension of a range of travel articles, including</p> | <p>Write entry for travel writing competition</p> | <p>Te 4</p> |

| | | | | |
|---|---|---|--|--------|
| | | <p>stylistic features; write their own article using appropriate language and structure</p> <p>In groups, produce a travel show for TV or radio</p> <p>Nature poetry – be able to respond imaginatively to poetry and understand how the poet has achieved effects; be able to write analytical essay on poems, and compare poems; be able to write own poetry using specific devices</p> | <p>Own illustrated poetry book showing use of a variety of different poetic devices Analytical essay comparing two poems</p> | |
| <ul style="list-style-type: none"> • Study a complete novel: Victory • Character, | <ul style="list-style-type: none"> • Understanding of plot and duel narratives • Understanding of | <ul style="list-style-type: none"> • Write analytically about character, | <ul style="list-style-type: none"> • Reading assessment (Language Paper 1 style) • Writing assessment – | Term 6 |

| | | | | |
|--|---|---|---|--|
| <p>theme, setting: duel narrative (19th Century/ 21st Century)</p> <ul style="list-style-type: none"> • Features of Transactional Writing: letter, diary entry, newspaper article (as well as additional challenge opportunities / opportunities to adapt) • CIEG: skills of writing for purpose and audience; understanding of life in the Navy <p>SMSC: moral, social, and cultural issues surrounding life in the Navy during 19th Century; exploring cultural stereotypes</p> | <p>how authors create empathy for character</p> <ul style="list-style-type: none"> • How to adapt writing to suit various conventions/ text types (style and audience) • Life in Nelson's Navy • Understanding of cultural stereotypes • The significance of 'HMS Victory' and the time(s) in which the text is set <p>Create independent creative writing using text as a stimulus</p> | <p>theme, setting, context</p> <ul style="list-style-type: none"> • Analyse language, form, and structure devices in fiction text • Write a range of transactional texts for purpose • Complete a short narrative based on experience and understanding of novel and 'Cross-Curricular' trip | <p>transactional task (optional)</p> <p>Writing assessment – creative writing (short story)</p> | |
|--|---|---|---|--|

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|