

# Curriculum Rationale and Overview



Subject: English

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National Curriculum context</b>	Read critically through: text structure and organisational features, studying setting, plot, and characterisation, and the effects of these.		Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books.		Develop an appreciation and love of reading, and read increasingly challenging material independently. Two Shakespeare Plays.	
<b>Scheme of Learning Title:</b>	<b>Myths &amp; Legends</b>	<b>Short Stories with a Twist</b>	<b>Novel study - The Giver</b>	<b>Novel study - The Giver</b>	<b>Introduction to Shakespeare</b>	<b>Play study - The Tempest</b>
<i>What will students know?</i>	Narrative story arc and format of effective stories.	Ways to change the narrative arc.	Writer's purpose	How language is used to achieve a writer's purpose	The main Shakespearean contexts	How context influences the crafting of a play.
<i>What will students understand?</i>	<p>The elements which must be included in an effective story – Freytag's Pyramid.</p> <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Inciting Incident</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Denouement /resolution</li> </ul>	The importance of perspective and how the narrative arc can be altered.	Understanding that writer's make deliberate choices to create an effect on the reader.	<p>How to identify the deliberate choices made by writer's to create an effect on the reader.</p> <ul style="list-style-type: none"> <li>• Word classes</li> <li>• Connotations</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Repetition</li> <li>• Euphemism</li> </ul>	<p>Beliefs and attitudes in Shakespeare's times.</p> <ul style="list-style-type: none"> <li>• Treatment of women</li> <li>• Supernatural/religion</li> <li>• Theatre</li> </ul> <p>Commonalities in Shakespeare's plays.</p> <ul style="list-style-type: none"> <li>• Dramatic openings</li> <li>• Pathetic fallacy</li> <li>• Stagecraft</li> </ul>	That Shakespeare was influenced by, and made use of, contextual factors when writing The Tempest, to engage his audience.

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<i>What will students be able to do?</i>	Plan an effective short story.	Plan and write either a short story with a twist or a story from a different perspective.	Read a text and explain what the author's intentions are, including how it makes the reader feel.	Identify and explain the relevance of specific word classes and language techniques.	Explain why Shakespeare included certain elements in his plans.	Identify and explain the relevance of context.
<b>How will they be formally assessed?</b>	<p><b>Knowledge test.</b></p> <p><b>Task:</b> Students will be given a short story in which they will identify the key elements of Freytag's pyramid. Students will then plan their own short story using Freytag's pyramid (table).</p>	<p><b>Creative Writing</b></p> <p><b>Task:</b> Revisit the short story plan from Au1, revise to include a twist, and write an effective short story.</p>	<p><b>Inference test.</b></p> <p><b>Task:</b> Provide students with extracts/quotes- students must identify the effect of the quote on the reader from three provided choices.</p>	<p><b>Analytical Writing</b></p> <p><b>Task:</b> Provide students with an extract which they will analyse by identifying and commenting on the effect of language, through writing three analytical paragraphs.</p>	<p><b>Knowledge Test</b></p> <p><b>Task:</b> Multiple choice quiz on Shakespeare's context (focusing on the above listed elements).</p>	<p><b>Analytical Writing</b></p> <p><b>Task:</b> Provide students with an extract which they will analyse by identifying and commenting on the effect of language, through writing two analytical paragraphs, with a specific focus on context.</p>