



Topic Overview

Faculty/Subject: **English**

Year Group: **7**

Topic: **Detective Reading**

English

BIG IDEAS	Key concepts, knowledge and terms to learn and apply	
<p>You will read a range of different Short and Flash Fiction stories, scripts and visual media. You will be introduced to some of the key skills you will need. The texts are short so you will be able to focus on your core skills and build your confidence.</p> <ul style="list-style-type: none"> • Can annotate a text • Provide evidence that supports ideas • Begin to select quotations that are 'language rich' • Can identify the effective words (for analysis) • Can demonstrate understanding of simple or explicit ideas • Can make simple inferences • Can explain an implicit meaning 	<ul style="list-style-type: none"> • Word classes <ul style="list-style-type: none"> ○ Noun ○ Verb ○ Adjective ○ Adverb • Methods <ul style="list-style-type: none"> ○ Metaphor ○ simile ○ personification ○ Symbolism • Additional key vocabulary <ul style="list-style-type: none"> ○ Implicit ○ Explicit ○ Sympathy ○ Empathy ○ Antipathy ○ Annotate 	<ul style="list-style-type: none"> • Structural terms <ul style="list-style-type: none"> ○ Complication ○ Climax ○ Reveal ○ Resolution ○ Cliff-hanger ○ Tension • Forms <ul style="list-style-type: none"> ○ Narrative ○ Fiction ○ Non-fiction ○ Flash fiction
Prior knowledge and prior learning?		Assessment:
<p>We will be covering some terms you have seen before, but some you may have never come across before (have a look at the list above). You have learnt to read, understand and begin to think about inference and the effects of language. We will develop these skills.</p> <p>This unit will help you to begin to see the links between your literacy work in primary school and your English work in High School.</p>		<ul style="list-style-type: none"> • You will do a reading assessment at the end of the unit. • You will do lots of tasks that follow the same pattern on the build up to this assessment, so you have lots of opportunities to show your abilities and to practise.
Learning and lesson focus		
Fools Gold	<ol style="list-style-type: none"> 1. Revision of key terms 2. Reading a text for meaning 	
Extract from the No.1 Ladies Detective Agency	<ol style="list-style-type: none"> 1. Revising key terms 2. Selecting evidence to prove ideas 3. Demonstrating understanding of explicit meaning 4. Demonstrating understanding of implicit meaning 	
The Security Game	<ol style="list-style-type: none"> 1. Apply language and structural terms and identify examples 2. Practise making inferences and thinking about the effects of language. 	
A Fawk in the Road	<ol style="list-style-type: none"> 1. Revise key terms and apply them to a story 2. Explain how a story is structured 3. Discuss and write about some of the inferred meaning in a story 4. Consider the writer's language choices and effects 	
The Man in White The woman in White	<ol style="list-style-type: none"> 1. Selecting evidence to support a specific idea 2. Explain how the quotation suggests an idea 	
Crimes Against Humanity Part 1 and Part 2	<ol style="list-style-type: none"> 1. Demonstrate your knowledge of key terms and identify them 2. Explain how a story is structured 3. Make inferences and consider the effect of language choices 	
Sherlock Scripts from the BBC series	<ol style="list-style-type: none"> 1. Annotate a text 2. Select evidence and make inferences 3. Write a PEE paragraph explaining an idea 	
Academic Reading	<ol style="list-style-type: none"> 1. A chance to step outside of the skills in the scheme with an introduction to criticism 	
Small Time Christmas Crime	<ol style="list-style-type: none"> 1. Revise key terms and apply them to a story identifying examples 2. Explain how a story is structured 3. Show understanding of inferred ideas in a story 4. Consider the writer's language choices and effects created 	
Symbolism	<ol style="list-style-type: none"> 1. Understand what symbolism is 2. Explain the ideas behind some symbols 3. Explore how symbols are used in a music video to add meaning 4. Explain the effect of the directors symbolic choices 	



Topic Overview

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Topic: **Detective Writing**

English

BIG IDEAS	Key concepts, knowledge and terms to know and learn to apply	
<p>You can already write. As you develop through high school you will develop your ability to write to have the maximum effect on your audience. We will begin by revising the core grammar and sentence structures, creating some variety (the first effect you can attempt).</p> <ul style="list-style-type: none"> • Can demonstrate knowledge of simple, compound and complex sentences • Can use different sentence starters beginning with main clauses and subordinate clauses for variety • Can use some different sentence structures 	<ul style="list-style-type: none"> • Word classes <ul style="list-style-type: none"> ○ "Specific" noun ○ "Specific" verb ○ Determiner ○ Noun ○ Pronoun ○ Verb ○ Adjective ○ Adverb ○ Preposition ○ Conjunctions 	<ul style="list-style-type: none"> • Sentence types and structure <ul style="list-style-type: none"> ○ Main clause ○ Subordinate clause ○ Simple sentence ○ Compound sentence ○ Complex sentence ○ Minor sentence • Key narrative structural features <ul style="list-style-type: none"> ○ Narrative perspective ○ Characterisation ○ Reveal ○ Cliff-hanger
Prior knowledge and prior learning?	Assessment:	
<p>Writing begins with you being aware of how the rules work, before you can break the rules to be creative. In this unit we will revisit the rules of constructing accurate sentences and punctuating them accurately.</p> <p>You will have covered many of the rules before, but because writing is such a complicated many layered thing, we need to re-visit.</p>	<ul style="list-style-type: none"> • You will complete a piece of writing during the unit. • You will complete a number of other practice assessments along the way which will give a broader picture of what you can do. 	
Learning and lesson focus		
The Park Bench	<ol style="list-style-type: none"> 1. Revise key word level vocabulary 2. Write a short baseline piece of creative writing 	
The Hut in the Forest	<ol style="list-style-type: none"> 1. Revise main clauses and know how to start a main clause 2. Revise conjunctions 3. Revise compound sentences 4. Revisit basic punctuation (full stop to separate main clauses) 	
An Invite to Eternity	<ol style="list-style-type: none"> 1. Revise main clauses and know how to start a main clause 2. Revise conjunctions 3. Revise compound sentences 4. Revise subordinate clauses 5. Revise complex sentences 6. Learn how to use sentence starters to create variety 	
Morse Code	<ol style="list-style-type: none"> 1. Revising key words and sentence types 2. Practise using different sentence types to create variety 	
The man in the box	<ol style="list-style-type: none"> 1. Practise writing using a variety of sentence types: I do, we do, you do 	
The Ice Portrait	<ol style="list-style-type: none"> 1. Revising key words and sentence types 2. Revise Punctuation Full Stops and Commas 3. Punctuation: semi-colon 4. Punctuation: exclamation marks and question marks 	
The Beach	<ol style="list-style-type: none"> 1. Practise using a range of sentence starters 2. Practise using a range of punctuation 	
Phone Box	<ol style="list-style-type: none"> 1. Speech punctuation 2. Practise using a range of sentence starters 3. Practise using a range of punctuation 	
Writing Practise	<ol style="list-style-type: none"> 1. Practise using a range of sentence starters 2. Practise using a range of punctuation 	
Final Writing Assessment Piece The Crime Scene	<ol style="list-style-type: none"> 1. Vary your sentence starters 2. Vary your sentences 3. Create interesting images 4. Withhold information. Don't tell, 'create atmosphere'. 5. Use accurate punctuation. 	



Topic Overview

Faculty/Subject: **English**

Year Group: **7**

Topic: **Poetry: Identity and belonging**

English

BIG IDEAS	Key concepts, knowledge and terms to learn and apply	
<p>The aim of this scheme is to encourage everyone to continue to engage with poetry as something that is enjoyable, vibrant and relevant. We will engage with a range of poets, particularly with living poets who are dealing with issues that will relate to your lives.</p> <ul style="list-style-type: none"> • Share a thoughtful opinion about the purpose and value of poetry • Can discuss ideas about identity and belonging • Can annotate a text • Provide evidence that supports ideas • Begin to select quotations that are 'language rich' • Can identify the effective words (for analysis) • Can demonstrate understanding of simple or explicit ideas • Can make simple inferences • Can explain implicit meaning • Can begin to explore how language is used to suggest voice and explore ideas 	<ul style="list-style-type: none"> • Word classes <ul style="list-style-type: none"> ○ Noun ○ Verb ○ Adjective ○ Adverb • Methods <ul style="list-style-type: none"> ○ Metaphor ○ simile ○ personification ○ Symbolism ○ Irony • Additional key vocabulary <ul style="list-style-type: none"> ○ Empathy ○ Antipathy ○ Annotate ○ Colonise ○ Othering ○ Dehumanise ○ Identity ○ Belonging 	<ul style="list-style-type: none"> • Structural terms <ul style="list-style-type: none"> ○ Stanza ○ Rhythm ○ Rhyme ○ Repetition • Other terms <ul style="list-style-type: none"> ○ Spoken word ○ Performance ○ Poetry ○ Prose ○ Dialect ○ Accent ○ Phonic spelling
Prior knowledge and prior learning?	Assessment:	
<p>This unit will build on the skills of inference, but begin to explore how poets use language and structure to make their ideas meaningful. Knowledge of key terms from HT1 will come in useful in this term as will inference skills and the ability to select relevant quotations. We will now turn our thoughts to a different form (poetry) and consider the way that writers encourage us to engage with issues and ideas.</p>	<ul style="list-style-type: none"> • You will do a reading assessment at the end of the unit using the skills you have developed for exploring a poem. You will be walked through writing a PEAE response to a question responding to the poem. 	
Learning and lesson focus		
Introducing the topic and the form	<ol style="list-style-type: none"> 1. Revise key features of sentences and key language terms 2. Explore what we mean by identity and belonging 3. Explore what we think a poem is 4. Identify core features of a poem 5. Begin to consider the purpose of poetry, its relevance and importance 6. Listen to and respond to a number of different styles of poem 	
Hollie McNish	<ol style="list-style-type: none"> 1. Revise key features of sentences and key language terms 2. Learn about the difference between a paragraph and a stanza 3. Explore some of Hollie McNish's poetry 4. Consider the issues she raises in her poetry (Have a conversation with her poems) 	
Academic reading (Benjamin Zephania and Simon Armitage)	<ol style="list-style-type: none"> 1. Revise key features of sentences and key language terms 2. Develop your annotation skills 3. Explore the issues of 'British Identity' 4. Consider the difference between poetry and song 5. Explore the difference between poetry and song in an academic text developing annotation skills 	
Tony Walsh	<ol style="list-style-type: none"> 1. Revise key features of sentences and key language terms 2. Consider your connection to a place 3. Begin to consider the effect of language choices 4. Make inferences and use precise vocabulary to express your opinions 5. Explore how we can explain the effect of metaphors 6. Learn to use a PEAE structure to explain ideas suggested by language choices 	
John Agard	<ol style="list-style-type: none"> 1. Revise key features of sentences and key language terms 2. Explore how symbols like flags can help create identity, but also exclude 3. Explore issues of race and culture and their effect on identity and belonging 4. Identify and label techniques in a poem 5. Explain the ideas suggested by metaphors 6. Use a PEAE structure to explain an idea about a poem 7. Explore the effect of voice and irony in a poem 	



Topic Overview

Faculty/Subject: **English**

Year Group: **8**

Topic: **HT1 and 2 Writing Descriptively**

English

BIG IDEAS	Key concepts, knowledge and terms
<p>You will be developing your descriptive writing skills. You will explore a number of short extracts and practise using descriptive writing skills to develop your own descriptive pieces. You will try to make an object meaningful through the way you describe it.</p> <p>Content and organisation</p> <ul style="list-style-type: none"> ● Select nouns and verbs for effect ● Develop personification ● Use the sense ● Zoom in on an object and create meaning ● Show rather than tell - use imagery to create meaning <p>Technical Accuracy:</p> <ul style="list-style-type: none"> ● Can vary sentence starters by using a verb opening. ● Can accurately craft and punctuate a complex sentence ● Can use essential punctuation accurately (full stops, commas) 	<ul style="list-style-type: none"> ● Content and organisation <ul style="list-style-type: none"> ○ “Specific” noun ○ “Specific” verb ○ Adjective ○ Adverb ○ Use of senses ○ Personification ● Technical accuracy: <ul style="list-style-type: none"> ○ Main clause ○ Subordinate clause ○ Commas ○ Sentence openers (verb focus)
Prior knowledge and prior learning?	Assessment:
<p>You have done plenty of work on writing before. However, writing is a complicated process and requires lots of practice and rehearsal. We will be building on the work you did last year, but also focussing on specific elements of writing such as particular classes of words and considering how they could contribute to your writing.</p>	<ul style="list-style-type: none"> ● You will do a writing assessment based on an object ● Each piece of writing you do along the way could also be considered for assessment and you will complete regular pieces where you can show what you can do.
Learning and lesson focus	
Lessons 1 and 2 The storm at Sea	<ol style="list-style-type: none"> 1. Selecting nouns and verbs for effect 2. Varying sentence starters 3. Developing a description of a storm at sea
Lessons 3 and 4 The flower in the box	<ol style="list-style-type: none"> 1. Show not tell - creating imagery to build meaning 2. Writing a description based on a box
Lessons 5 and 6 The living world	<ol style="list-style-type: none"> 1. Creating personification (Focus on verbs) 2. Accurate use of the comma
Lessons 7 and 8 The fields of war	<ol style="list-style-type: none"> 1. Creating personification using adverbs and adjectives
Lessons 9 and 10 The object	<ol style="list-style-type: none"> 1. Planning ahead 2.



Topic Overview
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English

Topic: Non-fiction - Speeches (reading and writing)

BIG IDEAS	Key concepts, knowledge and terms	
<p>During this topic, you will discuss the following:</p> <ol style="list-style-type: none"> 1) The importance of education 2) Gender equality 3) The effects of climate change <p>There will be opportunities to read opinions about these issues and also to discuss them in class.</p>	<ul style="list-style-type: none"> • Understanding the difference between fiction and non-fiction • Introduction to Aristotle's triad (pathos, logos, ethos) • Introduction to rhetorical devices • Can track the main ideas in a text and summarise key arguments • Can demonstrate an understanding of the writer's perspective or attitude • Introduction to public speaking. 	<ul style="list-style-type: none"> • Key rhetorical techniques <ul style="list-style-type: none"> ○ direct address, ○ rhetorical question ○ examples and anecdotes ○ Pronouns ○ Statistics ○ Anaphora ○ Emotive language ○ Analogy ○ Tricolon • Key Rhetorical features <ul style="list-style-type: none"> ○ Logos ○ Ethos ○ Pathos
Relevant prior learning and how this topic fits into the English curriculum plan		Assessment:
<p>Prior learning:</p> <ul style="list-style-type: none"> • This scheme builds on your ability to construct an analysis paragraph (using 'point, evidence, analyse') <p>English curriculum plan</p> <ul style="list-style-type: none"> • This unit will give you some crucial foundational knowledge that will prepare you for writing, and writing about non-fiction texts. You will revisit and develop these skills in year 8 when we look at opinion-based articles. 		<ul style="list-style-type: none"> • You will complete an analytical paragraph which explores a rhetorical device in a speech. • You will write your own speech, making use of the rhetorical devices we have explored in this topic.
Learning and lesson focus		
<p>Unit 1 Education</p>	<ol style="list-style-type: none"> 1. Content - persuading your audience using pathos, logos and ethos 2. Rhetorical devices - Identifying them and commenting on their effect 3. Developing skills to effectively deliver a speech. 4. Speech - writing (focus on analogy) 	
<p>Unit 2 Gender Equality</p>	<ol style="list-style-type: none"> 1. Content - persuading your audience using pathos, logos and ethos 2. Rhetorical devices - Identifying them and commenting on their effect 3. Developing skills to effectively deliver a speech. 4. Summarising a speech and writing about the effects of rhetorical devices 5. Speech - writing (focus on anecdote and anaphora) 	
<p>Unit 3 Climate Change</p>	<ol style="list-style-type: none"> 1. Content - persuading your audience using pathos, logos and ethos 2. Rhetorical devices - Identifying them and commenting on their effect 3. Developing skills to effectively deliver a speech. 4. Summarising a speech and writing about the effects of rhetorical devices 5. Speech - writing (with a range of rhetorical devices) 	



Topic Overview

Faculty/Subject: English

Year Group: 7

Topic: Gothic Fiction

English

What BIG IDEAS will you cover in this topic?

Key Gothic conventions such as:

- The Past
- The Supernatural
- Knowledge overwhelmed by Powerful Feelings
- Darkness

What other key concepts, knowledge and skills will you learn in this topic?

- Learn what gothic is and what gothic conventions are
- Explore how they are used in film and TV
- Explore how they are used in a range of texts
- Explore some 19th Century connections
- Use evidence from texts to explore and discuss gothic setting
- Comment on and analyse writers' methods
- Consider writers' messages and purposes for writing.
- Craft a piece of creative writing with a gothic setting
- Learn how to create a convincing character and atmosphere

What important prior knowledge will you use from your prior learning?

Build on your analysis skills

Recap and build on subject terminology such as word classes and language techniques

Practice how to create figurative language for effect in your writing

Recap and build on crafting sentences for effect as well as technical accuracy

Where does this topic fit into the curriculum plan for this subject?

Your knowledge and skills from this topic will be revisited several times:

- The study of class novel *Darkside*
- 19th Century Literature
- GCSE text *A Christmas Carol*

Assessment:

How and when will you be assessed on this topic?

What will the success criteria be?

- You will be assessed on your understanding of gothic conventions and settings through an analytical paragraph
- You will complete a short creative writing assessment in which you will create a convincing gothic setting and character

What is the key vocabulary that you will need to know in this topic?

Genre

Gothic

Pathetic Fallacy

Personification

Darkness

The Supernatural

The Past

Knowledge Overwhelmed by Powerful Feelings

Setting

Atmosphere

Mood

19th Century

What is the structure of learning/lessons in this topic?

Analysis of gothic literature

Week 1-2: Get to know gothic conventions and settings

Week 3-5: Study a short gothic story- *A Monkey's Paw*

Week 6-7: Study extracts from *Dracula* and *The Woman in Black* in preparation for assessment

Creative Writing

Week 1-2: Using the senses

Week 3-4: Revisiting the use of personification and introduction to pathetic fallacy.

Week 5-7: Practice and model paragraphs in the lead up to assessment.



Topic Overview

Faculty/Subject: English

Year Group: 7

Topic: Class Novel: *Darkside*

English

What BIG IDEAS will you cover in this topic?

What other key concepts, knowledge and skills

<ul style="list-style-type: none"> • How the writer uses language to create setting and character • How the writer creates tension and suspense • How there is a sub-plot developing alongside the main plot • How the sub-plot and main-plot connect • How the writer foreshadows events 	<p>will you learn in this topic?</p> <ul style="list-style-type: none"> • Learn what a prologue is and it's purpose • Explore some Gothic connections • Explore some 19th Century connections • Use evidence from the novel to explore how the plot and characters develop • Comment on and analyse writers' methods • Consider writers' messages and purposes
<p>What important <u>prior knowledge</u> will you use from your prior learning?</p> <p>Build on your analysis skills Recap and build on subject terminology such as word classes and language techniques</p> <p>Where does this topic fit into the <u>curriculum plan</u> for this subject?</p> <p>Your knowledge and skills from this topic will be revisited several times:</p> <ul style="list-style-type: none"> • Gothic Fiction • 19th Century Literature • GCSE text <i>A Christmas Carol</i> 	<p>Assessment: How and when will you be assessed on this topic? What will the success criteria be? .</p> <ul style="list-style-type: none"> • You will be assessed on your ability to analyse language. • There will be several opportunities to practice language analysis. • Assessment question: <i>How does the writer use language to present the setting and atmosphere of Vendetta Heights?</i>
<p>What is the key <u>vocabulary</u> that you will need to know in this topic?</p> <p>Prologue Protagonist Antagonist One dimensional character Tension Suspense Personification Pathetic Fallacy Setting Atmosphere Main plot Sub plot Foreshadow</p>	<p>What is the structure of learning/lessons in this topic?</p> <p>Week 1-2: Study the prologue and get to know the protagonist and his situation. Week 3-4: Consider how the writer creates setting and atmosphere. Close study of how the plot and characters develop. Week 5-6: Practice language analysis skills using extracts from the novel. Complete end of year assessment using <i>Darkside</i>. Week 7-8: Consider the sub-plot running alongside the main plot and try to make connections. Complete reading of class novel.</p>