


<p><b>Year 7: English</b></p>	<p><b>Curriculum Intent:</b> Students will read one novel, a play and a range of poems. All forms are set in different historical contexts and settings and of different genres. Students will work out the meaning of words from the context and be introduced to challenging vocabulary about writers' methods and genres. Students will explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence, focusing particularly on evaluating how authors use language, including figurative language and how writer's structure their texts and consider the impact on the reader.</p> <p>Students will continue to develop grammar, spelling and punctuation skills by looking at how writers manipulate grammar and punctuation to enhance meaning and by applying accurate grammar, spelling and punctuation to their own writing. Students will develop their creative writing through description of setting, character and atmosphere.</p>						
	<p><b>Term 1</b> <b>The Tempest</b></p>		<p><b>Term 2</b> <b>The Ruby in the Smoke</b></p>		<p><b>Term 3</b> <b>Gothic Literature</b> <b>Introduction to poetry.</b></p>		
<p><b>Reading and Writing Focus</b> <b>Speaking and Listening Focus</b></p>	<p><b>Reading:</b> Analysis of main characters.</p> <p><b>Writing:</b> Re-write Act 1 into prose. Write a review of the play.</p>		<p><b>Reading:</b> Character analysis of Sally.</p> <p><b>Writing:</b> Invent your own female character based on Sally/Mrs Holland.</p>		<p><b>Reading:</b> Understanding the genre of Gothic and how to recognise it.</p> <p><b>Writing:</b> Understanding poetic form to write a poem.</p>		
<p><b>Topic Titles (in order of delivery)</b></p>	<ol style="list-style-type: none"> <li>1. Shakespeare's London</li> <li>2. Elizabethan travel.</li> <li>3. Italian states.</li> <li>4. Colonialism.</li> <li>5. Tempest – plot.</li> <li>6. Miranda &amp; Prospero</li> <li>7. Human characters</li> <li>8. Ariel</li> <li>9. Caliban</li> <li>10. Ferdinand</li> <li>11. Ferdinand &amp; Miranda</li> <li>12. Antonio &amp; Sebastian</li> </ol>	<ol style="list-style-type: none"> <li>13. The plot to kill Alonso.</li> <li>14. Presentation of Antonio.</li> <li>15. Caliban, Stephano &amp; Trinculo.</li> <li>16. Plot to kill Prospero.</li> <li>17. Dual nature of Caliban</li> <li>18. Ferdinand &amp; Miranda.</li> <li>19. Caliban nature or nurture</li> <li>20. Rarer action is in virtue.</li> <li>21. Review the Tempest.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is context? When and where is the novel set?</li> <li>2. How were women viewed in Victorian England?</li> <li>3. What sort of a character is Sally Lockhart?</li> <li>4. How does the author present women in the novel?</li> <li>5. What sort of character is Mrs Holland?</li> <li>6. How does Hangman's Wharf link to the text?</li> </ol>	<ol style="list-style-type: none"> <li>19. How do we evaluate characters?</li> <li>20. What is Pandora's box?</li> <li>21. What is a stereoscope?</li> <li>22. How do we make inferences from a text?</li> <li>23. What does tension mean?</li> <li>24. What is pathetic fallacy?</li> <li>25. What are the events that Bedwell recounts?</li> <li>26. How is tension shown in the text?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is gothic?</li> <li>2. What is the style and themes of gothic?</li> <li>3. Which characters are typically found in the gothic genre?</li> <li>4. Settings in gothic literature.</li> <li>5. How does the writer use language to create the setting?</li> <li>6. What is obscurity in gothic literature?</li> </ol>	<ol style="list-style-type: none"> <li>11. Can you notice similarities or differences between a novel and film version?</li> <li>12. How can we evaluate a character?</li> <li>13. How does Doyle present Mrs Stephenson?</li> <li>14. Are women represented differently now in literature?</li> <li>15. How does an author engage you in their book?</li> </ol>	

			<ul style="list-style-type: none"> <li>7. How are characters compared?</li> <li>8. What is the writer's attitude to the characters?</li> <li>9. What sort of character is Mr Garland?</li> <li>10. What is the context of the setting?</li> <li>11. What is the character's perspective?</li> <li>12. What sort of character is Matthew Bedwell?</li> <li>13. What is the difference between literal and metaphorical language?</li> <li>14. What was crime and punishment like in the Victorian era?</li> <li>15. How is language used to describe?</li> <li>16. How do we compare unseen texts?</li> <li>17. How do we compare the writers' attitudes?</li> <li>18. How do the characters change?</li> </ul>	<ul style="list-style-type: none"> <li>27. How is good versus evil portrayed in the novel?</li> <li>28. How are Mrs Holland and Sally similar?</li> </ul>	<ul style="list-style-type: none"> <li>7. What can we infer about a character?</li> <li>8. How is the character of Frankenstein presented?</li> <li>9. How does Stevenson present Hyde?</li> <li>10. What are the characteristics of a villain?</li> </ul>	<ul style="list-style-type: none"> <li>16. How are stories structured for interest?</li> <li>17. What is the epistolary?</li> <li>18. How can we use gothic vocabulary to establish setting?</li> <li>19. How to use punctuation effectively?</li> <li>20. How does a writer create tension?</li> </ul>
<b>Vocabulary</b>	Context Comedy Tragedy	Genre Elizabethan Jacobean	Context Victorian Character	Languorously Lethargically Eloquence	Gothic literary techniques. Tone	Epistolary Obscurity Villain

	Shakespeare Tempest Tumultuous Usurp Fathom Aside Plot	Colonialism City-state Script Metaphor Slave Servant Plague	Present Tyrant Coroner Opium Board Schools Sallow Verandah Mutiny Parson	Cipher Antipathy Pious Bewigged Slovenly Incriminating Pugnacious Acquaintances Abominable Inordinately Reprobate Disorientated Rendezvous Phenomenon Countenance Profoundly Etiquette Pursuance Preoccupation Lading Skiff Jousting Culminating Ravines Caverns Genial Trundling Inextricably Scruple	Tension Structure Context Character	Heroine Ambivalent Unreliable Narrator Exposition.
<b>Grammar, punctuation and spelling</b>	<ol style="list-style-type: none"> <li>1. What are nouns?</li> <li>2. What are adjectives?</li> <li>3. What are noun phrases?</li> <li>4. What are determiners?</li> <li>5. What are pronouns?</li> </ol>	<ol style="list-style-type: none"> <li>6. What are verbs</li> <li>7. What is tense?</li> <li>8. What are modal verbs?</li> <li>9. What are adverbs?</li> <li>10. What are adverbials? What are prepositions?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are conjunctions?</li> <li>2. What are connectives?</li> <li>3. What are the different sentence types?</li> <li>4. What is a clause?</li> <li>5. What is a phrase?</li> </ol>	<ol style="list-style-type: none"> <li>6. Why do different text types require different sentence structures?</li> <li>7. How to vary sentences to achieve different effects?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is punctuation?</li> <li>2. Understanding pauses (commas).</li> <li>3. How do we separate subordinate clauses if they begin the sentence?</li> </ol>	<ol style="list-style-type: none"> <li>7. What are apostrophes?</li> <li>8. When to use a colon and semi-colon.</li> <li>9. How to avoid ambiguity.</li> <li>10. What is cohesion?</li> </ol>

					<p>4. How do we add in extra information?</p> <p>5. How to use direct speech?</p> <p>6. What are dashes, hyphens and ellipses.</p>	
<p><b>Assessment</b> <b>Relate this to mastery?</b></p>	<p><b>MS1 Assessment 1:</b> Reading assessment - Exploring characters.</p> <p><b>MS2 Assessment 2:</b> Reading assessment exploring structure.</p>	<p><b>MS3 Assessment 3:</b> Reading assessment - Exploring writer's viewpoint.</p> <p><b>MS5 &amp; MS6</b> – Writing assessment: Write a review of The Tempest</p>	<p><b>MS3 Assessment 1:</b> Write a comparison of Sally and Mrs Holland's characteristics</p> <p><b>MS2 Assessment 2:</b> Write a paragraph that identifies the language used by Dickens to describe the</p>	<p><b>MS4 Assessment 3:</b> How does the writer build tension in this extract?</p> <p><b>MS5 &amp; MS6 Assessment 4:</b> Using the extract, you have been given, rewrite it from Mr. Berry's perspective.</p>	<p><b>MS1 &amp; MS2 Assessment 1:</b> Reading assessment - How does the writer use language to present the character of Hyde?</p> <p><b>MS4 Assessment 2:</b> Reading assessment - To what extent do you agree?</p>	<p><b>MS5 &amp; MS6 Assessment 3:</b> Writing assessment – Writing a poem.</p> <p><b>MS3 Assessment 4:</b> Reading assessment - How does their viewpoint?</p>