

English Curriculum Sequencing Overview - Year 7

Unit 1 – KS2/KS3 Transition Unit: Building Foundational Skills						
Week	1	2	3	4	5	6
Revision	1. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 2. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: Stretch Tasks: <ul style="list-style-type: none"> Choose one of the Literary periods we have studied, research what daily life was like, and write a diary entry imagining you are a writer living in that period Write a short story or poem inspired by one of the texts we have looked at Write a biography of one of the writers we have studied 					
KO Sections	Section 1: 1-8	Section 2: 1-4; Section 1: 1-4	Section 4: 1-4; Section 2: 5-8	Section 4: 5-9	Sections 1,3,4 – revise weaknesses	Section 2: 1-8
Big ideas (key concepts)	What are the foundational skills and concepts are needed for success in English as an academic discipline? How can we build on what we have learnt in KS2 to be successful in English at KS3? How do we make deliberate choices as a writer to impact our readers?					
Lesson topics sequence	1. What is meant by ‘text type, audience, purpose (TAP)’ in English? 2. How will we keep using the knowledge/skills gained in KS2 3. Reading megaskills	4. What is the English Literary Timeline and why is it important? 5. How can we use embedded quotations to summarise effectively? 6. How can we use ... to make our writing interesting?	7. What is inference and how is it linked to understanding a text? 8. How can we use ... to make our writing interesting? 9. How can we use planning to produce high quality writing?	1. How can we encourage our readers to make inferences (show not tell)? 2. How can we use ... to make our writing interesting? 3. Write first draft	4. Write second draft 5. How can we use ... to make our writing interesting?	6. How can we be critical of our own work in order to improve it? 7. Write final draft
Key assessments	Teacher marked: cold writing to assess SPaG teaching needs of group/individuals	Live mark/sample mark short writing practices	Live mark/sample mark short writing practices	Teacher marked: WCF	Self-assessment	Piece of ‘free writing’ (pupils choose what they write) to be included in an anthology sent back to primary school/shared online through Facebook page/printed for parents

Unit 1 – KS2/KS3 Transition Unit: Building Foundational Skills							
Week	7	8	9	10	11	12	13
Revision	3. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 4. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term: Stretch Tasks: <ul style="list-style-type: none"> Choose one of the Literary periods we have studied, research what daily life was like, and write a diary entry imagining you are a writer living in that period Write a short story or poem inspired by one of the texts we have looked at Write a biography of one of the writers we have studied 						
KO Sections	Section 2 1-4	Section 3 4-8	Section 4 1-9	Section 2 1-6	Section 2 1-8	Section 1 1-8	Section 3 1-9
Big ideas (key concepts)	What are the foundational skills and concepts are needed for success in English as an academic discipline? How can we build on what we have learnt in KS2 to be successful in English at KS3? How do we make deliberate choices as a writer to impact our readers?						
Whole unit 20%	<ul style="list-style-type: none"> Stanchester Super Skills for Reading – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them. All texts exist within and are influenced by a range of contexts. Writers make deliberate choices to have a specific intentional impact on their readers Be critical of their own writing and make considered changes to improve accuracy (full stops; commas; capital letters; question marks; exclamation marks)* Be critical of their own writing and make considered changes to improve quality* 						
Lesson topics sequence	Key ideas of the Middle English period were: a focus on literature as a means of conveying religious ideas and bolstering religious authority; morality plays were a common feature of Middle English literature. Key ideas of the Renaissance were: a shift in inspiration for art/literature from religion to the individual human experience. A metaphor , at its most fundamental level, can be understood as <i>concept = adjective + noun</i> Identify accurate connotations of content words from a text Embed quotations into writing	Key ideas of the Enlightenment were: emphasis on rationality, science and reason. The difference between literal and metaphorical language , and that metaphorical language offers us a deeper understanding of an idea or concept e.g. metaphor Write a metaphor and explain what it reveals about a concept Embed quotations into writing	Key ideas of Romanticism were: emphasis on imagination, emotions and nature. Alter embedded quotations to fit grammatically Decide what information is important within a text Write a summary of key information in a text Write a metaphor and explain what it reveals about a concept	Key ideas of the Victorian period were: morality, reflections of reality, and idealism Write a summary of key information in a text Alter embedded quotations to fit grammatically Use complex sentence construction to create atmosphere	Key ideas of the Modern period were: experimentation in terms of content/ideas and form/text type/writing style	Rhetoric , or the art of persuasion, can be achieved most effectively by appealing to ethos – getting the audience to trust in you – pathos – appealing to their emotions and logos – giving logical, rational reasons Modal verbs/adverbs are used to express level of certainty and in rhetoric can be used to develop a sense of ethos by making the opposing argument sound less valid, or your argument sound more valid Research a topic effectively to enable them to make informed comments/argument	Make deliberate choices to appeal to ethos, pathos, and logos Paralinguistic features are the additional ways we can support our audience’s understanding of the words we say Actively listen to others and respond to their ideas Follow the rules of traditional debate
Key assessments					Final draft of Apprentice Writer’s project piece		Teacher feedback to on debate skills

Curriculum Sequencing Overview Unit 2 Lord of the Flies

Unit 2 – Lord of the Flies (Part 1)							
Week	1	2	3	4	5	6	Half-term
Revision	5. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 6. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term and bring it to the first lesson back after half term: Stretch Tasks: <ul style="list-style-type: none"> Bake a cake inspired by Lord of the Flies and write an explanation of your choices and what parts of the text they represent You have been employed to design a new front cover for 'Lord of the Flies'. Come up with 4 different designs and annotate them to explain why you have made those choices as an artist and how they link to key themes, ideas, events, and characters in Lord of the Flies. Read this review of Lord of the Flies: https://www.theguardian.com/childrens-books-site/2012/jan/24/review-lord-flies-william-golding. Based on this review, create success criteria for a book review and then write your own review of Lord of the Flies Write the next chapter of the novel, exploring what happens when the boys return home to England. You can focus on one character as a third person limited narrator, or you can explore what happens to various characters. Highlight deliberate choices you have made and label with why you have made them. Imagine you are a film director making a new film version of Lord of the Flies. Create a cast list showing who you would cast as each character (use famous people or teachers – not other pupils!) and use this guide to creating storyboards for film: https://www.careersinfilm.com/how-to-storyboard/ to create a storyboard of a key scene (e.g. Piggy's murder) Choose a key moment from Lord of the Flies and create an animation film of that scene – you could do this with other pupils and/or use online animation software or stop motion animation. 						
KO Sections	Section 1 9,15,16	Section 1 1-5	Section 1 17-20	Section 1 6-11	Section 1 1-5	Section 1, 15,16, 6-8	Whole KO revision
Big ideas (key concepts)	What is a Tragedy? What is a Tragic Hero? What is a theme in literature? How do we plan write like literary critics?						
Whole unit 20%	<ul style="list-style-type: none"> Stanchester Super Skills for Reading – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them. All texts exist within and are influenced by a range of contexts. Writers make deliberate choices to have a specific intentional impact on their readers Be critical of their own writing and make considered changes to improve accuracy (full stops; commas; capital letters; question marks; exclamation marks)* Be critical of their own writing and make considered changes to improve quality* Writing like a literary critic 						
Lesson topics sequence	<ul style="list-style-type: none"> 5-6 lessons Lord of the Flies cold read (aim for chapters 1-6) 1-2 lessons writing/feedback with a focus on: prepositions of place (pg 7) Tier 2 vocab: arrogant/narcissistic (pg 3) Chapter 1-2 reading comp (pg 4) Chapter 3-4 reading comp (pg 6) 	<ul style="list-style-type: none"> 5-6 lessons Lord of the Flies cold read (aim for chapters 7-12) 1-2 lessons writing/feedback with a focus on: flashback (pg 12) Tier 2 vocab: domineering/rational and timid/astute (pg 5/8) Chapter 5-6 reading comp (pg 9) Chapter 7-9 reading comp (pg 11) 	<ul style="list-style-type: none"> Tier 2 vocab: savage/pragmatic and perceptive/charismatic (pg 10/13) Chapter 10-12 reading comp (pg 14) The four types of literary conflict are: person vs person; self; society; nature (pg 16) 	<ul style="list-style-type: none"> Pg 16: A protagonist is the main character or hero of a novel. They will usually have a problem to solve or a quest or journey they need to complete. An antagonist is a character whose actions work to prevent the protagonist from solving their problem or completing their journey or quest. This creates conflict. P6 17-18 - Third person narrative voice is when a narrator uses third person pronouns Narrative voice creative writing 	Half-term		
Key assessments		Creative writing		Creative writing		Narrative voice creative writing	

Unit 2 – Lord of the Flies (Part 2)							
Week	7	8	9	10	11	12	Easter
Revision	7. Complete the Carousel revision and quiz each week. You need to get 75% or higher in the quiz for the home learning to be considered completed. You can only take the quiz once so make sure you revise carefully! 8. Complete at least one of the stretch tasks – you can choose the task, and choose which week you complete it in, but everyone must do one each half term and bring it to the first lesson back after half term: Stretch Tasks: <ul style="list-style-type: none"> Bake a cake inspired by Lord of the Flies and write an explanation of your choices and what parts of the text they represent You have been employed to design a new front cover for ‘Lord of the Flies’. Come up with 4 different designs and annotate them to explain why you have made those choices as an artist and how they link to key themes, ideas, events, and characters in Lord of the Flies. Read this review of Lord of the Flies: https://www.theguardian.com/childrens-books-site/2012/jan/24/review-lord-flies-william-golding. Based on this review, create success criteria for a book review and then write your own review of Lord of the Flies Write the next chapter of the novel, exploring what happens when the boys return home to England. You can focus on one character as a third person limited narrator, or you can explore what happens to various characters. Highlight deliberate choices you have made and label with why you have made them. Imagine you are a film director making a new film version of Lord of the Flies. Create a cast list showing who you would cast as each character (use famous people or teachers – not other pupils!) and use this guide to creating storyboards for film: https://www.careersinfilmm.com/how-to-storyboard/ to create a storyboard of a key scene (e.g. Piggy’s murder) Choose a key moment from Lord of the Flies and create an animation film of that scene – you could do this with other pupils and/or use online animation software or stop motion animation. 						
KO Sections	Section 2 6-10	Section 1 17-21; Section 2: 1-5	Section 3: 1-5; Section 1: 22	Section 2, 3, and 1 term 11	Section 4	Whole KO revision	Whole KO revision
Big ideas (key concepts)	What is characterisation? How do writers develop character through making deliberate choices? How do characters develop over the course of a novel?						
Whole unit 20%	<ul style="list-style-type: none"> Stanchester Super Skills for Reading – pupils need to be able to explain what they are, why they are important, and demonstrate their ability to use them. All texts exist within and are influenced by a range of contexts. Writers make deliberate choices to have a specific intentional impact on their readers Be critical of their own writing and make considered changes to improve accuracy (full stops; commas; capital letters; question marks; exclamation marks)* Be critical of their own writing and make considered changes to improve quality* Writing like a literary critic 						
Lesson topics sequence	<ul style="list-style-type: none"> First lesson back: stretch task review. All pupils put stretch tasks on table and pupils read 2-3 other pupils stretch tasks and give positive feedback, then teacher collects in to check Pg 19 - Narrative refers to how the plot of a story is structured. A linear narrative is a story in which the plot events unfold in the order they happened in.* Exposition – introducing character and setting; rising action – introducing a problem or conflict; climax – the point at which the conflict reaches its most intense moment; resolution – the conflict of the story is resolved (not always positively). <ul style="list-style-type: none"> Pg 20 - Antithesis means ‘the direct opposite of’ and comes from ‘anti’ – opposite and ‘thesis’ – idea. Jack is the antithesis of Ralph 	<ul style="list-style-type: none"> Pg 21: Academic voice – literary critics use active verbs to explain what the writer has done Pg 22-23- Democracy is a system of government in which leaders are voted for by the people. It comes from ‘demo’ – the people and ‘cratia’ – power Dictatorship is a system of government in which leaders take power by force and retain it through fear and tyranny Tyranny is cruel and brutal leadership Social responsibility and hierarchy 	<ul style="list-style-type: none"> Pgs 25-26: Writers sometimes use techniques within their choice of language: symbolism. Symbolism is when objects or events in a text have a deeper, more complex meaning that we as literary critics need to tease out. Pg 24; 27-28: Academic voice: active verbs/fusion words – literary critics use fusion words to connect ideas 	<ul style="list-style-type: none"> Pgs 29-31: Writers make deliberate choices about the language that they use Connotations are the associations readers have with words. e.g the connotations of the word ‘red’ are danger, hazard, anger, passion, love. Identify appropriate connotations from single words* Select relevant and concise quotations from a text to support points* 	<ul style="list-style-type: none"> Pg. 32 – Modality and modifiers: literary critics use modifiers to add layers of meaning and modality to show their interpretation is one of many Pg 33 - Write topic sentences which analyse a writer’s presentation of a character (that contain writer’s name, active analytical verb, character name and adjective. Golding presents Piggy as timid.)* Pg 34-35: Writing like a literary critic 	<ul style="list-style-type: none"> Pg 36-43 - Characters are not real people but are creations. Characterisation is the way a writer develops a character over the course of a text Characters can be complex and be presented/interpreted in different ways in different sections of the text Pg 44 – writing like a literary critic 	Easter Holidays
Key assessments					Analytical paragraphs	Analytical paragraphs Y7 in class exam – Units 1 and 2	