

### Curriculum Sequencing Overview Year 7

Unit 1 – KS2/KS3 Transition Unit: Building Foundational Skills						
Week	1	2	3	4	5	6
Date wb	5th Sept	12th Sept	19th Sept	26th Sept	3rd Oct	10th Oct
Home Learning	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: <b>Stretch Tasks:</b> <ul style="list-style-type: none"> <li>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</li> <li>Write a short story or poem inspired by one of the texts we have looked at</li> <li>Write a biography of one of the writers we have studied</li> </ul>					
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
Key dates		NGRT/CATS?	NGRT/CATS?	NGRT/CATS?	Y11 Ass. wk	
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	<b>Teacher marked:</b> cold writing to assess SPaG teaching needs of group/individuals	Live mark/sample mark short writing practices	Live mark/sample mark short writing practices	<b>Teacher marked:</b> 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