

# YEAR 7 ENGLISH CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** English is the gateway to success and allows students to access all other areas of the curriculum. Our ambition is to ensure all students develop the knowledge and skills to become *reflective readers*, *resilient writers* and *confident communicators* in order to explore the wider world, flourish in the future and achieve their full potential. We nurture a passion and love of literature from a variety of contexts as well as encouraging students to become analytical thinkers so that they are empowered to form their own views about what they see, hear and read. Through the exploration of great writers, we aim to inspire and develop students' ability to communicate creatively and for different forms, audiences and purposes so that they can articulate their ideas effectively within the English classroom and beyond.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	People and Places		Experiences		Shakespeare's World	
Topic	Novel: <i>The Breadwinner</i>		Victorian Life and Literature	Poetry: Diverse Voices	Understanding Shakespeare's Villains	Shakespearean Play: <i>A Midsummer Night's Dream</i>
Core Knowledge / Threshold Concept	Students will know how to make inferences and analyse language using terminology. They will understand how writers use characters and setting to develop a story.	Students will build upon knowledge of how characters and settings are presented and write a description of an imagined character and setting.	Students will know how to make inferences and analyse language and structure using terminology. They will become familiar with the complexities of Victorian language in fiction and non-fiction and how language has developed over time.	Students will know how to identify and analyse the use of poetic devices in poetry. They will also explore how writers convey and express their voice through their writing.	Students will become familiar with the complexities of Shakespearean language, how language has developed over time and know the conventions of a Shakespearean villain.	Students will develop contextual knowledge of Shakespeare's works as well as an understanding of the play's plot, characters and themes. They will know how to write a letter and apply the conventions and traits of a Shakespearean character to their own writing.
Why this learning now?	Students will build on comprehension and inference skills from KS2. This will provide them with an introduction to analysis which will give students the	Students will draw upon their knowledge from KS2 and the descriptive techniques and methods they have learned through studying the novel. This will prepare them	Understanding the Victorian context is important as students will encounter other texts from this period (Poe, <i>A Christmas Carol</i> and C19th extracts in GCSE Language). They	This unit celebrates diversity and how writers express their identity and individuality through poetry and spoken word. This will prepare students for future	Students will build upon their prior learning of Shakespeare from KS2 and explore some of the key villains in a range of plays. This will prepare students for	Students will build on last half term by studying one play in its entirety. They will explore characters and themes in the text and develop their non-fiction writing

	foundational knowledge for the rest of their English curriculum journey.	for writing throughout their English curriculum journey.	will build upon their prior learning of inference and analysis of fiction from Autumn Term 1 and apply their skills to non-fiction too.	poetry units in Y8, Y9 and KS4. They will explore texts about culture, disability, LGBTQ+, gender equality, age and mental health and well-being.	when they study <i>Romeo and Juliet</i> (Tybalt) and <i>Macbeth</i> (Lady Macbeth) later in KS3. They will develop their speaking and listening skills through a presentation.	skills in order to produce a letter in role. This links back to their earlier learning in Y7 on characterisation and language techniques.
<b>Assessment Opportunities:</b>	Regular formative assessment takes place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	<b>Reading:</b> fiction, language analysis (thematically linked to the novel)	<b>Writing:</b> fiction, creative writing description (thematically linked to the novel)	<b>Reading:</b> non-fiction, language analysis (thematically linked to the Victorian period)	<b>Reading:</b> poetry, analysis of language and structure in a poem studied in the unit	<b>Speaking and Listening:</b> presentation on the context and conventions of a Shakespearean villain	<b>Writing:</b> non-fiction letter (thematically linked to the play)
<b>Learning at Home</b>	Students will complete a home learning booklet throughout each half term thematically linked to the unit. Each booklet will include a variety of tasks including: recall, reading, research, application of learning and spelling, punctuation and grammar practice.					
<b>Key Vocabulary</b>	<i>The Breadwinner</i> : context, patriarchal, transgressive	<i>The Breadwinner</i> : oppressed, ostracised, imagery	Industrialised, disparaging, indefatigable	enjambment, diverse, celebratory	antagonist, rhetoric, soliloquy	<i>A Midsummer Night's Dream</i> : restore, invincible, satire
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> <li>use a range of social skills</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> </ul>					

	<ul style="list-style-type: none"> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> </ul>
<b>Links to careers and the world of work</b>	<b>Career pathways include the following:</b> writing (i.e. fictional or travel), performing, screen-writing, politics, motivational speaker <b>Employability skills:</b> develop the ability to comprehend a variety of writing styles, to critically analyse texts and to confidently speak in front of an audience, letter writing