

Year 7	Autumn	Spring	Summer
	Where we came from- the origins of our stories.	Middle English and the Development of Language	Renaissance Literature with an introduction to William Shakespeare at Secondary Level
Intent	<p>An exploration of stories which provide the basis of our narratives via archetypes, types of narrative and the hero's journey (Odysseus, Achilles, Sampson), to form a basis of understanding of characters but also the idea of allusions to classical and biblical texts. Non-fiction texts will be woven within in order to understand concepts.</p>	<p>An exploration of the formation of human identity and voice. Beowulf, The Bible and Chaucer. Linked, unseen non-fiction woven within to further develop knowledge of concepts.+ + + + + + +</p>	<p>An exploration of sonnets through the ages, and the presentation of romantic/courtly love, familial relationships and honour/pride in <i>Othello</i>. Linked, unseen non-fiction woven within to further develop knowledge of concepts.</p> <p>Students will be able to draw on comparisons with the presentation of heroes by WS, and those in previously studied texts. Sonnets will be embedded to explore the idea of love in Elizabethan era.</p>
Key Concepts	<p>Narrative structures Archetypes (heroes and villains) Allusion Theatre/Audience</p>	<p>Archetypes Allusion Audience English language as a tool, a weapon or an instrument.</p>	<p>Archetypes Audience Allusion Gender (power) Courtly love/romance Notion of the hero</p>
Mastering Writing	<p>Vocabulary instruction: Aetiological, allusion, anthropomorphism, archetypal, epic, heroism, hubris, metamorphosis, moral, mortal, myth, nemesis, psychological, stereotypical, vengeance</p> <p>Grammar: composing a topic sentence, subject/verb agreement, past and simple tenses.</p>	<p>Vocabulary instruction: narrative, lyric, middle English, archaic, prologue, dialect, idiolect, accent, orthography, monologue</p> <p>Grammar: Using evidence, pronoun ambiguity, prepositional phraseology, run-on sentence, speech punctuation and narrative structures, sentence composition</p>	<p>Vocabulary instruction: familial, courtly love, pride, chivalry, protagonist, antagonist.</p> <p>Grammar: temporal clauses, paragraphing, avoidance of fragmented syntax</p>

Summative assessment	<p>Fiction writing – mythological analogies</p> <p>Formative & Cumulative knowledge check (MCQ).</p>	<p>Reading: Non-fiction language analysis</p> <p>Formative & Cumulative knowledge check (MCQ).</p>	<p>Reading: Analysis of extract</p> <p>Writing: Exploring the sonnet form.</p> <p>Formative & Cumulative knowledge check (MCQ).</p>
Reading lesson: 50 minutes per week.	<p>Reading list for class readers (1x per week):</p> <p><i>No Ballet Shoes in Syria</i></p> <p><i>When Hitler Stole Pink Rabbit</i></p> <p><i>In the Sea there are Crocodiles</i></p> <p><i>The Book Thief</i></p> <p><i>Mythos</i></p>		