

Year 7 Curriculum Plan:

	Autumn Term		Spring Term		Summer Term
Curriculum intent	<p><u>Autobiography (3 weeks)</u></p> <p>This unit encourages personal reflection and a cathartic emotional outlet through writing. For many of our Year 7s, this is the first piece of extended writing they may have completed since May in Year 6, so this is an important task in getting them back into good habits of writing at length. Likewise, it is a fantastic opportunity for students to get to know each other in their transition period as they embark on their journey of secondary education at Whickham.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - To structure text appropriately and demonstrate technical accuracy. - Develop inference and empathy skills, considering how a writer crafts language to evoke emotion in their reader. - Understanding narrative perspective - Using imagery to extend characterisation and develop setting. 	<p><u>Coraline (starts in HT1)</u></p> <p>Coraline has been chosen to introduce the Fantasy genre. This is their first novel of KS3 and allows pupils to explore key elements of fantasy, gothic, and supernatural novels: narrative structure, familial relationships, and conflict (key in An Inspector Calls and at GCSE and Romeo and Juliet in Y9), gothic elements (revisited in Y10-11 Dr Jekyll and Mr Hyde, as well as Frankenstein at the start of Y8) characterisation and allegory.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Identifying explicit information - Exploring how a character or idea changes throughout the whole text/ extract. - Exploring the writer's structural choices. - Developing their inference skills into analysis skills - Identifying and analysing tension 	<p><u>Travel Writing</u></p> <p>In the second term, pupils move into a Descriptive writing unit, exploring the theme of travel; a unit designed to enrich pupil cultural capital.</p> <p>This module builds on pupils' knowledge of key descriptive devices learnt at KS2 and develops the foundations required for Paper 1, Section B in GCSE Language. This skill is further developed through interleaved KS3 writing challenges, The Gothic (Y9) and through the 'Introduction to GCSE writing' which is studied at the end of Year 9, in preparation for GCSE.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Developing setting. Pathetic fallacy - weather. - Appropriateness – description of setting to reflect tone. - Vocabulary – reflecting tone and making a point clear (avoiding ambiguity) 	<p><u>Poetry from other cultures</u></p> <p>We then move on to study Poetry from other —cultures. This scheme explores key themes, family, love, loss, death, society, and nature. Pupils will investigate how different culture's view things differently and consider how these influence and shape poetry.</p> <p>This scheme enhances pupil cultural capital as pupils have the opportunity to investigate different cultures to provide a greater appreciation and understanding of others.</p> <p>This poetry module will be built upon further in the Y8 voices of injustice poetry unit and the Y9 Unseen poetry unit. Developing poetry skills effectively from KS3 allows students to be successful in their KS4 Power and conflict study of poetry.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Developing understanding through context - Considering imagery and extended metaphor - Developed poetic devices- enjambment, caesura, juxtaposition, symbolism 	<p><u>Literary legends</u></p> <p>A Midsummer Night's Dream has been chosen as the primary focus of this module to introduce the comedy genre to Y7, as well as to ignite a love of Shakespeare.</p> <p>In addition, it introduces the theme of the supernatural (revisited in KS4 with Macbeth), family relationships (revisited in Y9 Romeo and Juliet), hierarchy and social standing (Romeo and Juliet, Macbeth and Jekyll and Hyde), and the idea of unrequited love (Romeo and Juliet in Y9).</p> <p>This module also features extracts from Dickens' Oliver Twist and Robert Louis Stevenson's Treasure Island to introduce Victorian fiction to support study of 19th century literature extracts in KS4.</p> <p>Key skills:</p> <ul style="list-style-type: none"> - Developing understanding through context- deciphering Shakespearean language - Understanding the influence of context on writer's choices- placing literature in the time it was written to develop understanding - Identify and comment on known techniques and language that the writer uses and explain why a writer has chosen to use them. - Identifying explicit information - Exploring how a character or idea changes throughout the whole text/ extract. - Developing their inference skills into analysis skills - Identifying and analysing tension - Exploring the conventions of a play, including stage directions
Key Vocabulary explored in this unit	Jubilant Impact Vindictive Chronological	Genre Intrigue Fantastical Haughty Anticipation Jubilantly Exasperated Fretful Lament Crude Fiendish Nefarious	Circumnavigate Celestial Melancholy Colossal Remote Wanderlust Trepidation Undulating Jaunt Abscond	Culture Verse Enjambment Segregated Caesura Deferred Protest Bilingual Dialect	Hierarchy Convoluted Conflict Fractious Humorous Injudicious Unrequited Pathetic Fallacy Foreshadow Impression Quarrel Engaging

		Dilapidated Clambered Ingratitude Distorted Ululating Incarcerated			
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