

<b>Subject:</b> English	<b>Year</b> 7	<b>Ability</b>
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Term / Date(s)	Half-term 1	Half-term 2	Half-term 3	Half term 4	Half term 6	Half-term 6
<b>Topic</b>	How to read, analyse and critically explore a range of Greek myths and legends.	The Breadwinner	Nature poetry	Non-fiction reading: Natural Disasters	Shakespeare 'Romeo and Juliet' by William Shakespeare	Frankenstein by play adapted by Philip Pullman and Dracula by Bram Stoker
<b>Topic overview</b> <b>Pupils will learn...</b>	To read a variety of Greek myths and legends and show an informed understanding of the message and moral of each of the stories. To write for a range for a range of purposes	How to analyse a modern novel and explore the creation of character, use of language and construction of plot.	How to interpret the meaning poems and to analyse the language, form, themes and structure of each individual poem. Students will also learn how to compare meaning, language, themes and structural features. All the poems will be linked to the theme of 'Nature'.	How to identify and interpret information and ideas from a range of non-fiction extracts. They will also learn how to analyse language and structure to understand how writers' choices influence the reader. Students will learn how to synthesise and compare evidence from different non-fiction texts.	Students will read 'Romeo and Juliet' in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.	The analysis of how a writer creates atmosphere, character, setting, constructs plot and creates a satisfying ending.
<b>Components</b>	<p>Students will understand the purpose, plot and characters within Greek Myths in order to understand the different moral lessons behind a range of myths.</p> <p>Students will read and explore the events and ideas in each of the stories in order to explore the moral message and how a story is constructed.</p> <p>Students will select relevant, concise quotations in order to support an accurate viewpoint in their own writing.</p>	<p>Students will explore the context of the novel and how this is portrayed in order to gain an understanding of the characters' viewpoints.</p> <p>Students will read; discuss literal and inferred meaning and explore events, relationships, actions or events in order to interpret ideas within the text and understand the motivation of characters.</p> <p>Students will use apt reference from the text,</p>	<p>Students will read, understand and interpret meaning in unseen poems in order to work out possible meanings and ideas.</p> <p>Students will explore how poets use language, form and structural devices when conveying a theme or message in order to analyse writers' methods.</p> <p>Students will explore poetry by reading and re-reading poems to uncover their deeper meaning in order to</p>	<p>Students will read and understand a range of non-fiction texts in order to make accurate inferences and explore meanings.</p> <p>Students will accurately identify language and structural features in order to comment on the effect of this on the reader.</p> <p>Students will be able to use the quote/comment technique successfully in order to write concisely and cover a range of textual references.</p>	<p>Students will understand and explore the relationships between texts and the contexts in which they were written to develop a deeper understanding of the meanings and ideas. Context should focus on Elizabethan England, Queen Elizabeth and the fate, the Great Chain of Being and the role of women.</p> <p>Students will know how to read, understand and respond to texts in order to confidently analyse a text independently.</p>	<p>Students will read the play in order to see how the writer creates and develops an interesting plot.</p> <p>Students will explore aspects of context and Mary Shelley's life and influences in order to understand the society at the time of the novel.</p> <p>Students will explore the theme of morality in order to understand how important this adds to the meanings in the play.</p>

	<p>Students will accurately identify subject terminology in order to comment on the effect of this on the reader.</p> <p>Students will analyse the language and structure used in a range of myth texts in order to explore writers' methods and perspectives.</p> <p>Students will explore the conventions of diary writing in order to create their own diary showing understanding of a particular myth.</p>	<p>including concise, direct quotations, in order to develop a convincing and informed personal response supported by evidence.</p> <p>Students will explore key themes and ideas within the text and consider the writer's social, historical and cultural context in order to consider and understand writer's intention and purpose of writing.</p> <p>Students will explore how the author creates characters and how characters develop or change throughout the novel in order to show consideration how this impacts the reader and to understand character motivations well.</p> <p>Students will identify the writer's choice of vocabulary, grammatical and structural features in order to evaluate how a writer creates meaning and effects.</p> <p>Students will use a critical style in order to structure and develop an effective argument in their own writing.</p>	<p>analyse an unseen and known poem successfully.</p> <p>Students will use concise quotations and textual references to support and develop interpretation and comparisons in order to support a viewpoint and provide evidence in their own writing.</p> <p>Students will explore how writer's use poetic devices to convey themes in order to draw comparisons across poems in written work.</p>	<p>Students will compare writers' ideas and perspectives across two non-fiction texts in order to understand different perspectives and be able to construct a comparative response.</p> <p>Students will synthesise information from texts in order to retrieve implicit and explicit details when analysing across texts.</p> <p>Students will compare and contrast implicit and explicit information from two non-fiction texts in order to delve deeper into a writer's meanings and ideas.</p> <p>Students will understand the conventions of different types of non-fiction texts in order to gain a deeper knowledge and insight into different text types and how and why they are used.</p>	<p>Students will use textual references, including quotations, to support and illustrate their own interpretations and ideas.</p> <p>Students will know how to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate in order to explore how Shakespeare used archaic language and the meanings behind more complex phrasing.</p> <p>Students will understand how to identify and analyse key themes in order to develop a considered interpretation of the writer's intentions and to be able to track these themes through the play.</p> <p>Students will be able to maintain a critical style and develop an informed personal response in order to express a point of view and thoughts on a text.</p> <p>Students will know how to use a range of vocabulary and sentence structures to ensure their written work has clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Students will use relevant, concise quotations and textual references when writing about the novel to support and develop an interpretation in an extended analysis.</p> <p>Students will explore the writer's craft in order to identify and comment on language, tone and structural techniques used by Pullman in order to evaluate how a writer creates meaning and effects.</p> <p>Students will explore the events and ideas in the story in order to understand, describe and interpret information, events and ideas and use quotations when writing about the stories.</p> <p>Students will explore aspects of the gothic genre in order to consider how this genre impacted on writer's choices and perspectives in the original novel.</p>
<p><b>What pupils should already know (prior learning components)</b></p>	<p>Students have briefly studied Greek Mythology in primary and this knowledge should be checked.</p> <p>Students will be able to read and understand a range of texts, including fiction and non-fiction in order to determine meaning and ideas.</p>	<p>Students should be able to understand, information, events or ideas from texts and use quotation and reference.</p> <p>Students should be able to deduce, infer and interpret information, events or ideas from a range of texts.</p>	<p>Students should be able to read and understand a range of poems from KS2.</p> <p>Students should be able to select relevant quotes to support a viewpoint; this skill was covered when studying 'Frankenstein'.</p>	<p>Students should be able to select relevant quotes to support a viewpoint; this skill was covered when studying 'Frankenstein'.</p> <p>Students should be able to comment on of the effect of writer's techniques on the reader.</p>	<p>Students will have explored a range of texts, developing their knowledge of how to consider contextual elements and how to analyse a text, though not necessarily with Shakespeare.</p> <p>Students should have a basic knowledge of who Shakespeare is and some of</p>	<p>Students should understand how characters and settings are used to develop themes and add meaning to a text</p> <p>Students be confident using supporting evidence to back up their viewpoint.</p> <p>Students should know how to identify and analyse the</p>

	<p>Students will be able to use inference and deduction to form personal responses about characters and their actions.</p> <p>Students will be able to understand the moral or message of a story from texts they have read at KS2.</p>	<p>Students should be able to explain and comment on writer's use of language, structure and form.</p> <p>Students should be able to identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader.</p> <p>Students should be able to relate texts to their social and historical knowledge.</p>	<p>Students should be able to use inference and deduction to form personal responses and should be able to apply this to poems</p> <p>Students should be able to identify basic poetic techniques and attempt to write about their effect.</p>	<p>Students should be able to identify and compare the presentation of implicit ideas.</p>	<p>his plays. This may not be consistent and Shakespeare may not have been covered at KS2 at all.</p>	<p>writer's methods in a text with teacher support.</p> <p>Students should know how to identify evidence of themes within a text and track these through.</p>
<b>Transferrable knowledge (skills)</b>	<p>The topic builds on students' ability read and understand a text.</p> <p>Students will build on their comprehension skills through a series of summative tasks.</p> <p>Use of supporting evidence.</p> <p>Builds on students' confidence in reading, understanding and responding to a text.</p> <p>Build on students' confidence when writing effectively and coherently.</p>	<p>The topic builds on students' ability read and understand a text.</p> <p>Students will build on their comprehension skills through a series of summative tasks.</p> <p>Use of supporting evidence.</p> <p>Builds on students' confidence in reading, understanding and responding to a text.</p> <p>Build on students' confidence when writing effectively and coherently.</p>	<p>The topic builds on students' ability read and understand a text.</p> <p>Students will build on their comprehension skills by working out the meanings of poems.</p> <p>Use of supporting evidence.</p> <p>Builds on students' confidence in reading, understanding and responding to a text.</p> <p>Build on students' confidence when writing effectively and coherently.</p>	<p>This topic will build on students' ability to make accurate inferences and select textual reference to support their viewpoint.</p> <p>This topic will build on students' ability to retrieve explicit and implicit information from a text.</p> <p>Students will build on their ability to analyse and compare features of a non-fiction text.</p>	<p>Through reading 'Romeo and Juliet', students will develop their cultural and contextual knowledge of the world. They will develop their confidence with reading, understanding and responding to a text.</p> <p>Students will develop their use of textual references to support and illustrate interpretations.</p> <p>Students will be able to apply their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects to a range of texts across subjects and in further study.</p>	<p>This topic builds on students' confidence in reading, understanding and responding to a text.</p> <p>It further develops students' ability to analyse the language, form and structure used by a writer to create meanings and effects.</p> <p>It also furthers students' confidence in exploring the relationships between texts and the contexts in which they were written.</p>
<b>Key vocabulary pupil will know and learn</b>	<p>Myth, moral, message, understand, read, quote, quotes, Gods, ancient Greece, analyse, annotate</p>	<p>Character, setting, characterisation, narrative voice, textual references, quotes, theme, narrator, tone, dialogue, context, prediction.</p>	<p>Simile, metaphor, personification, context, stanza, rhyme, rhythm, semantic field, imagery, interpretations, onomatopoeia, oxymoron, repetition, sibilance, enjambment, caesura.</p>	<p>Non-fiction, summarise, perspective, tone, structure, explicit, implicit, quote, comment, compare, embed, language techniques</p>	<p>Elizabethan, protagonist, antagonist, motif, pathetic fallacy, symbolism, foreshadowing, soliloquy, structure, stage directions, lighting, setting, symbolism, tension, conflict, dramatic moments, foreshadowing, dramatic irony, imagery, structure, themes, personal response, theme, tone, dialogue, grammar, textual</p>	<p>Character, setting theme, dialogue, props, costumes, prologue, epilogue, stage directions, lighting, drama, tension, set, adaptation, special effects, protagonist, antagonist, pathetic fallacy, foreshadowing, acts.</p>

					reference, critique, teach, warn, infer.	
<b>Resources available</b>	<p><a href="#">Greek Mythology: Gods, Characters &amp; Stories - HISTORY</a></p> <p><a href="https://www.greeka.com/greece-myths/">https://www.greeka.com/greece-myths/</a></p>	<p>The Breadwinner novel</p> <p>Shared common scheme and lessons</p> <p>The Guardian review of the novel</p>	<p><a href="https://www.matrix.edu.au/beginners-guide-poetry/how-to-analyse-a-poem-in-6-steps/">https://www.matrix.edu.au/beginners-guide-poetry/how-to-analyse-a-poem-in-6-steps/</a></p> <p><a href="https://www.twinkl.com.au/resource/ks2-poetry-detective-poem-analysis-worksheet-t-e-2550314">https://www.twinkl.com.au/resource/ks2-poetry-detective-poem-analysis-worksheet-t-e-2550314</a></p> <p>Shared resources in staff shared area.</p> <p>Animal poetry anthology</p>	<p>Articles, reports, monologues, reviews, letters, speeches.</p> <p><a href="https://kids.britannica.com/kids/article/natural-disasters/609706">https://kids.britannica.com/kids/article/natural-disasters/609706</a></p> <p><a href="https://www.bgs.ac.uk/discoving-geology/earth-hazards/earthquakes/">https://www.bgs.ac.uk/discoving-geology/earth-hazards/earthquakes/</a></p>	<p>PDF of 'No Fear' version: <a href="https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=ZGVmYXVsdGRvbWFpbnc2d2dvb2RsYW5kc2NsYXNzZXN8Z3g6NGE2NW14MjM3ZTFIZmQzMw">https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=ZGVmYXVsdGRvbWFpbnc2d2dvb2RsYW5kc2NsYXNzZXN8Z3g6NGE2NW14MjM3ZTFIZmQzMw</a></p> <p>Sparknotes: <a href="https://www.sparknotes.com/shakespeare/macbeth/">https://www.sparknotes.com/shakespeare/macbeth/</a></p>	
<b>Notes</b> <b>Why this topic is important...</b>	<p>This topic is important because it hones and builds on reading and understanding skills.</p> <p>It is important because it teaches students how to select supporting evidence and use this evidence to support the points they make about the stories that they've read.</p>	<p>This topic provides an important bridge to studying a modern novel in secondary school.</p> <p>It also allows pupils to practise writing about writers' methods in a text.</p> <p>Exploring the language used in a text prepares students for understanding how to discuss writer's intentions and language.</p>	<p>This topic focuses on poetry for the first time, providing a foundation of knowledge surrounding poetic devices and how to analyse poems that will support students throughout their English education.</p>	<p>This topic is important as it allows a full exploration of many text types and formats that are needed for future studies.</p> <p>It also explores natural disasters, tying in with geography and history studies, offering the students a breadth of knowledge.</p>	<p>This topic provides an understanding of Shakespeare's language for future work.</p> <p>Student will develop and understand the writer's craft and improve their literature analysis skills.</p> <p>In addition, this topic will help students to develop the habit of reading widely and often, appreciating the depth and power of the English literary heritage.</p> <p>Through studying this topic, students will be able to write accurately, effectively and analytically about their reading, using Standard English.</p>	