Share Multi Academy Trust: Thornhill Community Academy

Curriculum Planning

Thornhill Community Academy

Subject: English Year 7 Ability: All

Term / Date(s)	**Half-term 1**	**Half term 2**	**Half-term 3**	**Half-term 4**	**Half-term 5**	**Half-term 4**
Topic	The Breadwinner	Voice for Change- Oracy Unit	Greek Mythology	The Natural World: Poetry	Shakespeare's Women TBC	Frankenstein by play adapted by Philip Pullman and Dracula by Bram Stoker
Topic overview **Pupils will learn…**	How to analyse a modern novel and explore the creation of character, use of language and construction of plot.	How to structure an effective, persuasive speech. They will also learn how to craft their own speech and practise their oracy skills.	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 plan, draft, edit and proofread a narrative inspired by Greek Myths.	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 analyse Shakespeare's creation of female characters in a variety of his plays and to show an understanding of the treatment of women in the Jacobean era.	The analysis of how a writer creates atmosphere, character, setting, constructs plot and creates a satisfying ending.
Components	Students will explore the context of the novel and how this is portrayed in order to gain an understanding of the characters' viewpoints. 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. Students will use apt reference from the text, including concise, direct quotations, in order to develop a convincing and	Students will read and understand a range of non-fiction texts in order to make accurate inferences and explore meanings. Students will accurately identify language and structural features in order to comment on the effect of this on the reader and apply this to their own writing. Students will understand the conventions of speeches gain a deeper knowledge and insight into different text types and how and why they are	Students will understand the purpose, plot and characters within Greek Myths in order to understand the different moral lessons behind a range of myths. 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.	Students will read, understand and interpret meaning in unseen poems in order to work out possible meanings and ideas. Students will explore how poets use language, form and structural devices when conveying a theme or message in order to analyse writers' methods. Students will explore poetry by reading and re-reading poems to uncover their deeper meaning in order to analyse an unseen and known poem successfully.	Students will explore the Jacobean era and to consider how women were treated in this period in order to understand society's attitude towards women. Students will read and discuss Shakespeare's plays and explore relationships and the actions in order to interpret ideas within the text and the motivation of characters. Students will use apt reference to the text, including concise, direct quotations, in order to develop a convincing and	Students will read the play in order to see how the writer creates and develops an interesting plot. 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. Students will explore the theme of morality in order to understand how important this adds to the meanings in the play. Students will use relevant, concise quotations and textual references when writing about the novel to

	informed personal response supported by evidence. 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. 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. Students will use a critical style in order to structure and develop an effective argument in their own writing.	used. They will apply this to their own writing, crafting a number of speeches across the unit.		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. Students will explore how writer's use poetic devices to convey themes in order to draw comparisons across poems in written work.	informed personal response. tudents will explore themes and ideas across a range of Shakespeare's extracts with consideration of the writer's social, historical and cultural context in order to develop a considered interpretation of the writer's intentions. tudents will explore how Shakespeare creates character and how characters develop or change across the play in order to show consideration of how is used to influence the reader/audience. Students will identify and analyse the writers use of dramatic devices in order to understand the writers' intentions. Students will identify the writer's choice of vocabulary, grammatical and structural features in order to evaluate how a writer creates meaning and effects. Students will understand and explore the relevance of Shakespeare in society today and to explore the importance of Shakespeare's language and why it is relevant today	support and develop an interpretation in an extended analysis. 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. 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. 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.
What pupils should already know (prior learning component)	Students should be able to understand, information, events or ideas from texts. Students should be able to deduce, infer and interpret information, events or ideas from a range of texts. Students should be able to explain and comment on	Students should be able to select relevant quotes to support a viewpoint; this skill was covered when studying 'The Breadwinner'. Students should be able to comment on of the effect of writer's techniques on the reader.	Students have briefly studied Greek Mythology in primary and this knowledge should be checked. Students have studied Ancient Greece in History (HT1) and will know basic information about the Ancient Greek world (e.g. worship of many gods,	Students should be able to read and understand a range of poems from KS2. Students should be able to select relevant quotes to support a viewpoint; this skill was covered when studying 'The Breadwinner'.	How to select relevant quotes to support an interpretation. How to read and interpret Shakespeare's language (RJ in Y7) Students should know that context can impact meaning and the purpose of a play.	Students should understand how characters and settings are used to develop themes and add meaning to a text Students be confident using supporting evidence to back up their viewpoint. Students should know how to identify and analyse the

	writer's use of language, structure and form. Students should be able to identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader. Students should be able to relate texts to their social and historical knowledge.	Students should be able to identify and compare the presentation of implicit ideas. Students should know the basic conventions of speech writing	development of democracy) Students will be able to read and understand a range of texts, including fiction and non-fiction in order to determine meaning and ideas. Students will be able to use inference and deduction to form personal responses about characters and their actions. Students will be able to understand the moral or message of a story from texts they have read at KS2.	Students should be able to use inference and deduction to form personal responses and should be able to apply this to poems Students should be able to identify basic poetic techniques and attempt to write about their effect.	Students should know the context of the Jacobean era in terms of the treatment of women and society's attitudes towards gender (Romeo and Juliet previously studied) How to comment on the writers' purpose and make comments on their choices. Students should know how to analyse characters and their development through plays.	writer's methods in a text with teacher support. Students should know how to identify evidence of themes within a text and track these through.
Transferrable knowledge (skills)	The topic builds on students' ability to read and understand a text. Students will build on their comprehension skills through a series of summative tasks. Builds on students' confidence in reading, understanding and responding to a text. Build on students' confidence when writing effectively and coherently. Students will build on their understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.	This topic will build on students' ability to retrieve explicit and implicit information from a text. Students will build on their ability to analyse and compare features of a non-fiction text. Students will build on their oracy skills.	The topic builds on students' ability to read and understand a text. Students will build on their understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Students will build on their ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Students will build on their ability to write accurately, fluently, effectively and at length for pleasure. Students will build on their ability to plan, draft, edit and proof-read.	The topic builds on students' ability read and understand a text. Students will build on their comprehension skills by working out the meanings of poems. Use of supporting evidence. Builds on students' confidence in reading, understanding and responding to a text. Build on students' confidence when writing effectively and coher	Students should be able to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Students should be able to analyse the theme of women in their GCSE Shakespearean text. This topic builds on students' confidence in reading, understanding and responding to a text. It further develops students' ability to analyse the language, form and structure used by a writer to create meanings and effects. It also furthers students' confidence in exploring the relationships between texts and the contexts in which they were written.	This topic builds on students' confidence in reading, understanding and responding to a text. It further develops students' ability to analyse the language, form and structure used by a writer to create meanings and effects. It also furthers students' confidence in exploring the relationships between texts and the contexts in which they were written.

Key vocabulary	Instability Oppression Context Associate Humanity Sacrifice Resilient Resourcefulness Adaptable Vibrant Empowerment	Influential Transformative Inspiring Advocate Empathy Factual Ultimatum Solidarity Memorable Allusion	Formidable Phenomenon Jubilation Specifity Protagonist Prowess Incorporeal Constellations Narrative Odyssey Obstacles Temptation Finesse Revise	Intention Imagery Anthropomorphism Internal External Figurative Sentimental Witty Admire Awe Revere Perspective Pensive	Heckling Treason Misogyny Stereotype Conceal Complexities Ambition Flaw Supernatural Presentation Societal Reinforces Subservient	Consequence Prologue Inference Sympathetic Establish Disgust Bucolic Audience Deity Hubris Prosecute Villain Dehumanise Oblivion
Assessment activities	Midpoint assessment: How does Ellis use nature to symbolise hope? Final Assessment: How does Ellis use symbolism in The Breadwinner?	Final assessment: To write a persuasive and effective speech encouraging change.	Midpoint assessment: Describe a Greek character and setting. Final assessment: Write a Greek myth			
Resources available	The Breadwinner novel. Shared common scheme and lessons. The Guardian review of the novel.	Articles, reports, monologues, reviews, letters, speeches. https://kids.britannica.com/kids/article/natural-disasters/609706 https://www.bgs.ac.uk/discovering-geology/earth-hazards/earthquakes/	A selection of Greek Myths in a booklet – from Stephen Fry's Mythos, Heroes and Odyssey. Shared common scheme and lessons.	https://www.matrix.edu.au/beginners-guide-poetry/how-to-analyse-a-poem-in-6-steps/ https://www.twinkl.com.au/resource/ks2-poetry-detective-poem-analysis-worksheet-t-e-2550314 Shared resources in staff shared area.	Shared resources and lessons. A selection of Shakespeare plays.	Virtual Learning Lesson Plan - Frankenstein (English) (digitaltheatreplus.com) Drama GCSE: Attracting New Audiences to the Theatre - BBC Teach NT at Home: Frankenstein | National Theatre streaming on YouTube and NT Collection
Notes **Why this topic is important…**	This topic provides an important bridge to studying a modern novel in secondary school.	This topic is important as it allows a full exploration of many text types and formats that are needed for future studies.	This topic is important because it offers insights into human nature, provides a foundation for understanding Western culture, and offers valuable lessons about	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	Shakespeare's works are central to English literature and culture, influencing countless writers, artists, and media.	Through studying 'Frankenstein the Play', students will improve their reading and literature analysis.

	It also allows pupils to practise writing about writers' methods in a text. Exploring the language used in a text prepares students for understanding how to discuss writer's intentions and language.	It also explores natural disasters, tying in with geography and history studies, offering the students a breadth of knowledge.	morality and ethics. It also enriches our understanding of literature, art, and language, as many modern works draw inspiration from these ancient stories. When you study creative writing, you learn how to create written work that is persuasive, informative, and captivating – encouraging readers to see the world in a different light. Through creative writing, we are encouraging imagination flourish.	throughout their English education.	Shakespeare's complex characters, themes, and plots encourage analysis, interpretation, and critical engagement with texts. His plays offer insight into historical periods, social issues, and human nature that remain relevant today.	They will lean about the importance of acknowledging the writer's craft It further builds on students' ability to consider the impact of the social, historical and cultural context on a writer's message.