

Year 6 into 7

We know that many aspects of the Literature course differ greatly from Literacy as covered at KS2, but the fundamentals of writing for different audiences and purposes, the use of different punctuation, sentences and grammar constructions, as well as making inferences and finding evidence for ideas continues from one key stage to another. These things will be covered throughout KS3, and before each writing or reading task, we build up the skills in sections and steps to enable students to develop an element of mastery over their writing and analysis.

For those that struggle to stay in step with the rest of their class, we will be scaffolding, setting homework to target specific skills and allocating additional curriculum time for literacy, as appropriate. There will be an ongoing dialogue between the class teachers and the Head of Key Stage 3 English to ensure we are aware of who may need any further targeted intervention.

[English] - Year 7 Unit Autumn 1 and 2– The Novel (14 weeks)				
What are we learning?	Our Intention What knowledge, understanding and skills will we gain? ⁱ	Impact: Evaluation and Assessment Methods. What does mastery look like? ⁱⁱ	Implementation How does this build on prior learning? ⁱⁱⁱ	What additional resources are available?
How a novel is structured; how themes are controlled in novels; narrative patterns and tools; setting novels in context; characterisation; genre and purpose	Knowledge: writing techniques used to produce settings; linear and non-linear narrative structures; methods used to present characterisation; how to analyse language methods; social and historical contextual factors surrounding novels; genres and sub-genres; what a theme is Understanding: the purpose and understanding of how to employ narrative techniques; understanding the purpose of texts; why different structural patterns exist between novels; what	The ability to closely analyse the use of language to present characterisation or setting in a novel in the form of an essay The ability to trace and comment on the significance of key themes within a novel in the form of an essay The ability to identify and comment on structural techniques used in a novel in the form of an essay The ability to link ideas in a novel to their wider	KS2 skills built upon: - Identify and discuss themes and conventions in and across a wide range of writing - Make comparisons within and across books. - Check that the book makes sense, discussing understanding and exploring the meaning of words in context. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predict what happen from details stated and implied.	BBC Bitesize: Fiction Writing https://www.bbc.co.uk/bitesize/topics/zn8tkmn Reading Skills https://www.bbc.co.uk/bitesize/topics/zs8nv4j Creative writing skills https://www.bbc.co.uk/bitesize/topics/zywfbk7 Novels that shaped our world (example link, but in a series:) https://www.bbc.co.uk/programmes/m000b8mh

	characterisation is; how to analyse specific methods using SQuAD; how contextual factors affect our interpretation of texts; how to identify a specific genre or sub-genre; how themes are woven through novels <u>Skills:</u> Exploding quotations; creating SQUAD paragraphs of analysis; writing essays; self-assessment; editing; proof-checking; close reading of texts; tracing themes or motifs in texts; making comparisons between texts and within texts; identifying narrative techniques	social/historical context in the form of an essay	• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Identify how language, structure and presentation contribute to meaning. • Provide reasoned justifications for views. Year 7: Exploding quotations SQUAD paragraphs	
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Curriculum Unit Overview: Gothic Literature (6 weeks)

What are we learning?	<u>Our Intention</u> What knowledge, understanding and skills will we gain?	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like?	<u>Implementation</u> How does this build on prior learning?	<u>What additional resources are available?</u>
Students will be exposed to a range of 19th, 20th and 21st century texts and moving images, to solidify students' awareness and understanding of the idea and the related conventions which characterise the gothic genre.	<u>Knowledge:</u> What is gothic/gothic horror; its influences on 19th century architecture, literature authors and texts; the different ways writers use structures to fulfil the demands of the genre as well as an opportunity for students to look at how directors present the conventions in moving images. <u>Understanding:</u> How are settings, atmosphere, characters, plots, and tension created within gothic texts and how to use these within their own writing <u>Skills:</u> Connecting gothic genre conventions across texts and across time. Learning to explode quotations. Developing analysis, exploration, and commentary through SQUADS/PEEs.	An ability to select quotations and other textual detail to support ideas An ability to use gothic genre conventions to create their own atmosphere, settings, characters, plots in their own gothic descriptions and gothic story Engaging with writers' intentions through the language and structural choices within their writings. Begin to develop their ability to evaluate and make judgements	KS2: <i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> Identify and discuss themes and conventions in and across a wide range of writing <i>Using further organisational and presentational devices to structure text and to guide the reader</i> <i>Making comparisons within and across books</i> <i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>	Booklet compilation of gothic texts Gothic Knowledge Organiser Compilation of movie trailers: (Twilight, Charlie and the Chocolate Factory Johnny Depp version, Red Riding Hood 2011 film) Library reading lists on Gothic stories The British Library: https://www.bl.uk/romantics-and-victorians/themes/the-gothic Kiddle: https://kids.kiddle.co/Gothic_fiction Project Gutenberg Gothic Bookshelf (free ebooks) https://www.gutenberg.org/wiki/Gothic_Fiction_(Bookshelf)

English - Year 7 Dystopian Fiction (5 weeks)

What are we learning?	<u>Our Intention</u> What knowledge, understanding and skills will we gain? ¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like? ²	<u>Implementation</u> How does this build on prior learning? ³	What additional resources are available?
Students will explore a range of 19 th , 20 th and 21 st century fiction and moving images around the theme of dystopia.	<u>Knowledge:</u> What is dystopian fiction; the conventions which characterise dystopian fiction; structure of dystopian fiction; the duality/juxtaposition of utopia and dystopia; the different ways writers use language within different time periods (19th, 20th and 21st century); opportunities for students to look at how directors present the conventions in moving images – film trailers, film <u>Understanding:</u> How language is used to create an atmosphere of tension or suspense; how context shapes different perceptions and descriptions of settings, characters and events; how to manipulate language and structure to create specific effects based on stylistic techniques learnt from texts read which they then exploit in their own original responses <u>Skills:</u> Exploding quotations; creating SQUAD paragraphs of analysis; comparison of connecting ideas across texts; writing using a range of techniques to create specific effects, producing an analytical and evaluative essay response on a dystopian body of work – dystopian film	An ability to analyse the language and structural choices writers make within their texts An understanding of how to play with language and techniques to create specific effects An ability to select examples of language and techniques that create specific effects and explore them, linking to the effects the writer was trying to create The ability to write an evaluative media-type essay response	Year 7: SQUAD paragraphs Exploding quotations via the selection of judicious quotes and textual detail Year 7 Gothic fiction, sci-fi and the study of camera angles Year 8 Adventure and Suspense, study of extract and close language study KS3 – novel study across all three year groups	- Dystopian Booklet. - Dystopia Knowledge Organiser. - Library reading list - Short Dystopian stories to read as ebooks: https://www.bustle.com/p/11-dystopian-short-stories-you-can-read-online-right-now-9677998 - British Library: https://www.bl.uk/20th-century-literature/themes/visions-of-the-future

English – Year 7 Unit: Non Fiction: Survival and Extreme Sports (6 weeks)				
What are we learning?	Our Intention What knowledge, understanding and skills will we gain?	Impact: Evaluation and Assessment Methods. What does mastery look like?	Implementation How does this build on prior learning?	What additional resources are available?
Introduce students to a wide range of non-fiction purposes and forms (instruct, describe, analyse, compare, evaluate, review).	Knowledge about Non-Fiction Students will explore survival writing, instructions, autobiographical accounts, evaluations, reviews and comparative non-fiction texts. They will study how writers use language, structure and tone to engage readers and communicate viewpoints. Subject Terminology Instruction, imperative verb, sensory language, simile, metaphor, personification, tone, audience, purpose, evaluation, attitude, bias, rhetorical question, direct address, comparison, structure, review, synopsis, perspective, emotive language and rule of three. Understanding Students will understand how non-fiction writers shape meaning, influence audiences and present viewpoints. They will explore themes of survival, danger, risk-taking, resilience and personal experience, recognising how these ideas are represented in the media and wider society. Skills To analyse writers' use of language, structure and tone; compare viewpoints and	Using a range of relevant textual details and quotations. Clear and accurate use of subject terminology. Clear analysis of language, structure and tone. Clear evaluation of writers' viewpoints and attitudes. Clear comparison of perspectives across texts. Ability to produce effective transactional and non-fiction writing for different audiences and purposes.	Our Dystopian unit works on consolidating and building upon the writing skills learned at Key Stage 2, looking at writing Non-Fiction Texts. The Non-Fiction Unit is therefore sequenced afterwards to strengthen and consolidate reading skills too. Builds on KS2 instruction writing, fact retrieval, summarising and evaluation skills. Develops discussion and speaking-and-listening skills introduced in earlier learning. Provides a bridge between reading fiction and analysing real-world texts. Prepares students for future study of writers'	Further Reading / Supplementary Texts: Non-Fiction & Survival Writing • My Five Most Hellish Moments by Bear Grylls • National Geographic survival articles • Outdoor survival guides and instruction manuals • Adventure and rescue narratives Articles and Journalism • Risk psychology and adventure culture articles • Extreme sports safety debates • The Telegraph and Guardian review extracts Films & Documentaries • Touching the Void • Free Solo • 127 Hours • The Rescue • Everest • Meru Independent Stretch • Create a survival guide combining analysis and instruction. • Produce a podcast reviewing extreme sports documentaries.

	perspectives; evaluate attitudes and arguments; select and embed quotations effectively; write clear instructions; produce reviews and autobiographical writing; participate confidently in discussion and collaborative problem-solving tasks		viewpoints, perspectives and comparison skills required at GCSE. Develops confidence in extended transactional writing and critical analysis of non-fiction texts.	• Write a comparative editorial on risk culture. • Debate: "Risk is essential for a meaningful life."
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[English] - Year 7 Unit: A Midsummer Night's Dream (6 weeks)

What are we learning?	<u>Our Intention</u> What knowledge, understanding and skills will we gain?¹	<u>Impact: Evaluation and Assessment Methods.</u> What does mastery look like?²	<u>Implementation</u> How does this build on prior learning?³	What additional resources are available?
An introduction to Shakespeare, and the genre of comedy, through the study of 'A Midsummer Night's Dream'	<u>Knowledge:</u> The difference between Shakespearean characters, with some understanding of class difference; Elements of Elizabethan England, including the relationship between fathers and daughters, Elizabethan beliefs about the supernatural; what elements are involved in staging; functions of sentences; different modes of communication and how plays fit into this; the conventions of the comedy genre <u>Understanding:</u> How staging is used to affect the audience; How context can affect the reading of a text; How texts reflect the society they are written about <u>Skills:</u> Exploding quotations; creating SQUAD paragraphs of analysis; comparing ideas within a text to track development; linking texts to their contexts; translating stage directions into action to reflect ideas within a text	An understanding of the Shakespearean theatre and to what degree 'A Midsummer Night's Dream' fits the comedy genre. An ability to link some features of context to the ideas and language used within a text An appreciation of how a play script differs from a novel and how to explore this form	• KS2: <i>making comparisons within and across books</i> • <i>discussing and evaluating how authors use language, including figurative language, considering the impact on the reader</i> • <i>making comparisons within and across books</i> • <i>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i> • Year 7: SQUAD paragraphs • Exploding quotations • Links to Novel and Dystopia schemes of work and the conventions used within them. • Links to drama lessons and the creation of a character through movement and voice	• <i>The Iron Fey</i> book series • <i>No Fear Shakespeare: A Midsummer Night's Dream</i> – contains a modern translation of the text. • <i>Shakespeare's sonnets</i> • BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zxgcwmn

ⁱ **Knowledge** refers to information or awareness gained through experience or **education**. It is the **facts** we are taught.

Understanding is when the facts/knowledge are placed into a wider context, such as realizing the intended meaning or cause.

ⁱⁱ **Mastery** keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which learners work through in a series of sequential steps and must demonstrate a high level of success, typically about 80%.

ⁱⁱⁱ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?