

# Fareham Academy - English Overview – Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	<b>Heroes and Villains through time</b> <i>A range of extracts linked to Ancient Mythology, Shakespearean England, Victorian England, and the 21<sup>st</sup> century.</i>		<b>Identity Novel:</b> <i>Teacher choice from a selection including Wonder, A Monster Calls, Frozen in Time, Trash.</i>		<b>Being Human:</b> <i>Various Extracts including Shakespeare's Macbeth &amp; Frankenstein the Play</i>	
Topic Objectives	Year 6 pupils often leave primary school as enthusiastic writers; this unit begins by developing their fiction and non-fiction writing in order to further cultivate their creativity. Exploring the common theme of heroes and villains across time enables students to engage with a range of texts from different eras, accessing a variety of language they may not otherwise experience. Through doing so students will build their reading skills such as comprehension and inference. Students will develop their ability to extend their inferences and opinions on a text, moving from shorter answers to longer paragraphs to aid their transition into secondary school.		Moving beyond the oppositions of 'hero' and 'villain' students will focus on characterisation within a novel chosen by the teacher personalised to their class's interests/ability. All novels allow students to reflect on what makes up their own personal identities, whilst developing their ability to make detailed inferences using evidence and analyse language and symbolism. Students will also produce creative responses developing their writing for different purposes.		The Gothic builds on the idea of identity, enabling students to explore what it means to be human in today's society, as well as exploring how attitudes towards humanity have evolved. Students will develop their comprehension, inference and analysis skills through a range of extracts from Gothic poetry and fiction. They will develop their creativity and descriptive writing skills by producing set and costume designs for Shakespeare's <i>Macbeth</i> . Finally, following a final summative assessment, students will use <i>Frankenstein: The Play</i> (Pullman) to revise the knowledge and skills acquired throughout Year 7.	
Acquired Knowledge/Skills	Students will develop their literacy skills alongside their ability to write for different purposes such as descriptions and informative non-fiction.  Students will develop their knowledge of Ancient Greek mythology and Shakespearean England.	Students will develop their comprehension and ability to make detailed inferences on characters and a writer's viewpoint. Students will also develop inferences on word choices and language devices.  Students will develop their knowledge of Victorian England and 21 <sup>st</sup> -century activism.	Students will develop their comprehension and character-based inferences using relevant evidence. They will respond creatively developing their writing for narrative.  Students will explore what adulthood means, and how it differs from childhood.	Students will begin to analyse a writer's meanings by evaluating their use of language and devices. They will develop their non-fiction writing ability by writing for different purposes, audiences and forms.  Students will explore how characters cope with change.	Students will continue to develop their ability to make multiple detailed inferences grounded in a range of evidence. They will also develop their descriptive writing and characterisation.  Students will explore the codes and conventions of gothic texts.	Students will analyse a range of language and language devices used by a writer to create meaning. They will further consolidate their literacy skills and ability to write for different elements of PAF.  Students will consider what makes us human.
Assessments – Curriculum will be adapted if students cannot meet assessed criteria.	<b>Literacy baseline</b>  <b>Description of Medusa:</b> Assesses student literacy (SPAG and sentencing); writing for purpose; creation of techniques such as similes and metaphors.  <b>Comprehension, vocab and inference test</b>	<b>Travel Writing: Villain's Lair:</b> Assesses student literacy (SPAG and sentencing); writing for purpose; use of personification; sequencing  <b>Comprehension and inference:</b> Assesses ability to make and explain inferences using relevant evidence.	<b>Summative assessment 1:</b> assess knowledge and skills developed so far in Year 7. Schemes of work may be adapted following this in order to maximise progress.  <b>Narrative response to stimulus:</b> Assesses literacy progress; use of language and devices; sequencing	<b>Character analysis:</b> Assesses ability to make detailed inferences using relevant evidence and analysis of language.  <b>Letter to character:</b> Assesses literacy progress and ability to write for different elements of PAF using relevant techniques and structure.	<b>Unseen Gothic Text analysis:</b> Assesses ability to make detailed inferences using relevant evidence and analysis of language.  <b>Gothic Description of a character/set design for a play:</b> Assesses literacy progress, sentencing, use of language and devices.	<b>Summative assessment 2:</b> assess knowledge and skills developed so far in Year 7. Schemes of work will be adapted following this in order to maximise progress and address weaker areas of skills and knowledge development.