

YEAR 7 English Scheme of Work – FANTASTIC BEASTS

Rationale: In Year 7, students explore myths, legends and the fantasy genre which allows for an exciting transition from primary school with texts such as Harry Potter sparking their interest whilst also allowing for a level of familiarity with our new starters. Through communication with parents and students, it is evident that there is a decline of interest in reading for pleasure for some students as they transition into secondary school, particularly of more diverse and challenging texts.

With low levels of Literacy upon entry, texts are specifically chosen to be accessible yet challenging, exciting and engaging and to promote a love of Literature both independently and within the classroom setting. Our curriculum design also means that units are differentiated to meet the needs of all ability learners but with a consistent approach. The English Curriculum at UAH has been designed and produced by the English department staff as a collaborative process, with a focused working group, to develop the essential reading, writing and Spoken Language skills required to be effective communicators across all subjects and to meet the needs of our cohort to inspire a love of English. At the heart of the curriculum is an appreciation of Literature across time and genres.

Intent	Implementation	Impact
<p><u>English curriculum</u></p> <ul style="list-style-type: none"> To meet the needs of our students To enable all students to progress and achieve their potential To inspire a love of English and Literature To develop cultural capital through experiencing texts through culture, genre and time To develop the essential reading, writing and spoken skills To become effective communicators A broad and balanced curriculum spanning a wide range of fiction and non-fiction texts <p><u>Reading</u></p> <ul style="list-style-type: none"> To read for meaning and understanding, including inference To support ideas with effective evidence To be part of a collaborative reading experience in school To engage with varied and challenging reading material, in order to develop critical, independent thinking skills To participate in enrichment activities To encourage and promote reading for pleasure <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> To understand the differences between spoken and written English To become confident and proficient speakers To develop skills in talk, debate and discussion To work collaboratively in order to listen, shape and share opinions <p><u>Writing</u></p> <ul style="list-style-type: none"> To write for a range of purposes and audiences using conventions successfully To write with confidence, fluency and accuracy To support the development of a broad and rich vocabulary To explicitly teach the key skills of spelling, punctuation and grammar To use subject terms with accuracy and precision To plan, draft and edit work as part of the writing process 	<p><u>English Curriculum</u></p> <ul style="list-style-type: none"> Four hours a week usually with the same teacher Texts have been specifically chosen to be accessible and challenging; exciting and engaging and to promote a love of Literature Knowledge and skills are developed through the teaching of literary texts – narrative, poetry, drama and non-fiction Builds connections across genres and years Builds on prior knowledge from each unit and throughout each year Explorative and creative approach in years 7 to 9 which teaches essential exam skills through imaginative and engaging tasks Units are differentiated to meet the needs of all ability learners The teaching of Literacy and vocabulary is embedded throughout the curriculum Revision and repetition of key skills in English Thematic approach to each year group Sequencing of units is consistent across KS3 to build on skills from earlier units Begin each year with a novel to support settling and engagement In Year 7, one lesson per week in term one has been designed with a specific spelling, punctuation, grammar or vocabulary focus Created by members of the English Department using published resources and lessons of their own design Homework currently being built into the schemes with activities to consolidate learning Medium term plans and power points for individual lessons created to ensure they are engaging Power points structured to follow a sequence of lessons but teachers are expected to differentiate according to the needs of their group <p><u>Reading</u></p> <ul style="list-style-type: none"> Through whole texts and extracts Whole group reading in the classroom is facilitated by challenging yet engaging text choices Independent reading is routinely practised in lessons Reading for pleasure is promoted through joint initiatives between the English department and the library Opportunities for enrichment are built in as an integral and enjoyable aspect of the curriculum for all year groups Reading and spelling ages are tested on transition 	<ul style="list-style-type: none"> Common assessments, progress tests for units and end of year exams Student response to specific targets set by teacher Shared Learning Journey for every student at the beginning of each unit Student voice feedback – questionnaire Continuous review of the curriculum by staff and students following each unit

- Fresh Start programme supports specific students in small groups by trained specialists

Spoken Language

- Spoken Language embedded into schemes of work
- Opportunities for discussion and debate are routinely practised in the classroom
- Opportunities for more formal, structured talk such as presentations are incorporated into schemes of work throughout Key Stage Three

Writing

- During the first term of each KS3 Year, students are explicitly taught **creative writing skills to develop imagination, flair and originality**
- To respond to themes and ideas in texts in a creative and personal way
- Respond critically and analytically using structures to scaffold writing
- *Annotate, model, write* approach;
- *I do, we do, you do* approach

Autumn Term 1	Spring Term 1	Summer Term 1
<p>Year 7 – Novel Study – Harry Potter 1</p> <p>The novel is used as a transition from KS2 and ALL pupils study Harry Potter.</p> <p>Pupils explore characterisation and how writers use techniques to develop a protagonist and antagonist, description and setting, narrative perspective including first and third person. Pupils develop the reading skills of selecting implicit and explicit information from a text and annotating extracts for language techniques using inference skills. Pupils develop analytical writing skills to produce PEE paragraphs about character and/or setting and use their understanding of the first person by writing as a character in the novel.</p> <p>Creative Writing</p> <p>Pupils are introduced to the key terms associated with creative writing, writing for effect, characterisation, using the senses for descriptive writing and creating a setting. This revisits primary school introductions to literary techniques.</p> <p>Progression – This is a transition unit for Year 6 into Year 7. There is a familiarity through the books, film or shared culture. This inspires and engages students from KS2 in to KS3 and builds on the skills explored in Year 6.</p> <p>Assessment - Creative Writing</p>	<p>Year 7 – Poetry – Origin Stories 1 9</p> <p>In Year 7, pupils study a range of post and Pre-1914 Poetry exploring Origin Stories and how poets create meaning and effect. Pupils are introduced to a number of poetic techniques including imagery, poetic voice, form, theme, structure and language. Pupils develop reading skills by developing a critical style through annotating poems for poetic techniques and developing analytical paragraphs, using appropriate subject terminology. Pupils learn how rhyme and imagery is used to create specific effects. They learn how to embed context in analysis and they work on their planning and redrafting skills. Pupils develop analytical writing skills by analysing how a poem fits the theme of Origin Stories. Pupils explore poetry by Tennyson, Keats, William Morris, William Allingham, Beowulf and Carol Ann Duffy so the poetry spans time and contexts.</p> <p>Progression – Poetic study follows the novel to explore the fantastic beasts theme through a different genre of writing. The techniques explored in term 1’s creative writing are consolidated, developed and applied.</p> <p>Assessment – Respond to a taught poem</p>	<p>Year 7 – Shakespeare – A Midsummer Night’s Dream 1 4 7 9</p> <p>In Year 7 pupils are introduced to the context of Shakespearean writing encompassing Elizabethan England, witchcraft, The Globe Theatre, Life and Times of William Shakespeare, patriarchy and religion. This unit is an introduction and appreciation of Shakespearean comedy through the study of A Midsummer Night’s Dream. Pupils develop reading skills through exploring the conventions of Shakespearean Comedy including resolution in marriages, mistaken identity and disguise, physical humour, fantastical characters, word play and dramatic irony. Pupils explore the theme of love and the characterisation of Helena, Hermia, Lysander and Demetrius. Pupils develop analytical, evaluative, and descriptive writing skills. Pupils annotate speeches and develop an analytical response particularly focusing on imagery, word play and physical humour. Pupils’ understanding of Shakespearean comedy conventions are enhanced and consolidated with the RSC Live Stream of the play.</p> <p>Progression – A Midsummer Night’s Dream is another dramatic exploration of the Fantastic Beasts Theme but with the challenge of Shakespearean language. Students study extracts as a build up to a full Shakespeare study in Year 8. This unit introduces the historical and context in preparation for Year 8 and GCSE.</p> <p>Assessment – Literature – How does Shakespeare present a given character?</p>
Autumn Term 2	Spring Term 2	Summer Term 2
<p>Year 7 – Novel Study – Harry Potter 1</p> <p>The novel is used as a transition from KS2 and pupils study Harry Potter.</p> <p>Pupils explore characterisation and how writers use techniques to develop a protagonist and antagonist, description and setting, narrative perspective including first and third person. Pupils develop the reading skills of selecting implicit and explicit information from a text and annotating extracts for language techniques using inference skills. Pupils develop analytical writing skills to produce PEE paragraphs about character and/or setting and use their understanding of the first person by writing as a character in the novel.</p> <p>Creative Writing</p> <p>Pupils are introduced to the key terms associated with creative writing, writing for effect, characterisation, using the senses for descriptive writing and creating a setting. This revisits primary school introductions to literary techniques.</p> <p>Progression – This is a transition unit for Year 6 into Year 7. There is a familiarity through the books, film or shared culture. This inspires and engages students from KS2 in to KS3 and builds on the skills explored in Year 6.</p> <p>Assessment - Creative Writing</p>	<p>Year 7 – Play Text – Dracula 1 4 9</p> <p>In Year 7, pupils explore dramatic voice, dialogue, use of stage directions for characterisation and setting and they are taught to use and analyse dramatic vocabulary such as acts, scenes, audience, lighting, costume, props and set.</p> <p>Progression – Studying a dramatic text follows our poetry unit to again explore the fantastic beasts theme through a different genre of writing. The introduction to dramatic conventions also precedes the study of Shakespeare to facilitate the study of dramatic comic convention with the difficulty of the Shakespearean language. The Oxford Playscript version of Dracula is accessible for younger students. This also prepares students for the study of challenging Victorian extracts from Dracula in Year 8.</p> <p>Assessment - END OF YEAR EXAM – Harry Potter extract</p>	<p>Year 7 – Myths / Legends / Fantasy Fiction and Non-Fiction unit 1</p> <p>Pupils explore extracts from the genre consisting of fiction and non-fiction literature, including newspaper articles, persuasive texts and adverts.</p> <p>Pupils will experience literature across time and the genre. Pupils develop reading skills by identifying and understanding the different viewpoints and perspectives of writers through the use of inference skills and implied meaning, summarising texts, making and gathering notes and selecting and analysing quotations. Pupils also develop writing skills using persuasive techniques. Students will explore the following myths, legends or fantasy extracts: The Kelpie, The Odyssey, King Arthur, Hercules, King Midas, Echo, Pennard Castle, Giant’s Causeway, the Loch Ness Monster and Robin Hood.</p> <p>Progression – This unit consolidates the study of the theme with a selection of fiction and non-fiction extracts relevant to the theme. This unit has a more detailed focus on the conventions of different non-fiction texts in preparation for Year 8. Students understand how myths and legends fit into the history of Literature as preparation for placing the Gothic genre contextually in Year 8. There is focused teaching of transactional writing to build on the skills of creative writing but with the challenge of persuasive, argument and informative writing.</p> <p>Assessment – Non-Fiction – Reading – Paper 2 Q3</p>

No.	<ul style="list-style-type: none"> • Cross Curricular Link • Literacy • Numeracy highlighted in topics	Examples
1	Literacy and Oracy	
2	Numeracy	
3	RSE **	
4	SMSC /CITIZENSHIP*	
5	Digital Competency	
6	Careers	
7	Enterprise	
8	Economic Understanding	
9	Appreciation of Sports and the Arts	

YEAR 7 ENGLISH TERM 1 – NOVEL STUDY									
Rationale: The novel is used as a transition from KS2 and ALL pupils study Harry Potter.									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 1 The Boy Who Lived	Novel Study Harry Potter	Whole class book study – Primary	Fantasy, genre, setting, story opening	What makes an effective story opening?	Writing your own story opening. Comprehension questions. Analyse the writer’s use of language.	Spelling Booklet.	Creative and analytical tasks teacher assessed and peer assessed.	Power point J.K.Rowling Fact File	Reading comprehension Creative writing Analytical writing
Creative Writing – Descriptive writing	Literacy	Literacy at Primary	Adjectives, alliteration, verbs, metaphor, personification	Writing to describe	Write a description based on a picture		Descriptive writing teacher assessed.	Power point	Writing to describe
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 2 – The Vanishing Glass	Novel Study – Harry Potter	Whole class book study – Primary	Adjectives, complaint, letter	Character qualities- How have the characters been presented in the novel?	Selecting specific information on individual characters Analyse language used by writer to describe characters Letter of complaint	Think of a time that you were not happy with service you received – write your own complaint letter and explain why you were unhappy with the service.	PETER or PEE paragraphs Analytical skills Peer Assessment	Novel PowerPoint Letter scaffolding grid	Reading comprehension Creative writing Analytical writing Formal writing
Creative writing – Descriptive writing	Literacy	Last week’s Literacy	Simile, alliteration, verb, adverb	Writing to describe	Write a description of a jungle scene		Teacher assessed descriptive piece	Power point	Writing to describe

Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 3 – The Letters from Noone	Novel Study – Harry Potter	Whole class book – Primary	Persuasive speech, setting, effective adjectives, creative writing	Recap previous chapter	Reading Chapter 3 Identifying effective adjectives	Write a persuasive speech for your parent’s – think about a time when you really wanted to do something?	Writing a letter Analyse the language Creative writing	Picture for writing stimulus Writing Frame PowerPoint Novel	Reading comprehension Creative Writing
Creative writing – developing descriptive writing	Literacy	Literacy from last week	Verb, adverb, adjective, simile	Identifying effective descriptive writing	Identify word types/techniques from descriptive writing		Verbal feedback in class.	Power point	Reading to identify effective descriptive vocabulary choices
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 4 – The Keeper of the Keys	Novel Study – Harry Potter	Whole class book – Primary	Adjectives Colloquial language Tone Verbs Noun phrases Use of speech	Analytical paragraph	Reading Chapter 4 Identifying different language techniques PETER grid and paragraphs	Create a poster explaining the different literary terms on (with definitions)	PETER paragraphs	PETER Grids Scaffolding frame (low ability)	Reading Comprehension Analytical Writing
Creative writing – descriptive writing/characters	Literacy	Literacy from last week	Setting, characters	Responding to a given image.	Verbal sharing of ideas. Written responses to questions on a given image		Teacher assessment of written responses	Power point	Writing creatively. Speaking – sharing ideas on the given image in the class.
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 5 – Diagon Alley	Novel Study – Harry Potter	Whole Class book- Primary	Internal Monologue 5 Senses – see, touch, smell, hear and taste Map/advert/script Narrative structure	Write creatively using the 5 senses	Reading Chapter 5 Identify the different features of Diagon Alley Narrative Structure	Create your own shop to go into Diagon Alley.	Comprehension task Structure Grid Self- Assessment Peer- Assessment	Diagon Alley Map Structure PEE or PETER paragraph grid	Comprehension Writing to describe Analytical writing Reading

Creative writing-creative characters	Literacy	Literacy from last week	Characterisation, adjectives	Writing to describe characters	Taking notes on how to create an effective character		Teacher assessment of notes taken	Power point	Reading key information. Writing key notes.
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 6 – Journey from Platform 9 3/4	Novel Study – Harry Potter	Whole class reading - Primary	Newspaper Advertisement Diary Simile Metaphor Alliteration Interesting verbs	Comprehension Writing in 1 st Person	Finding information from the text Analysing Character behaviour	Short story – Write a short story from Hermione’s perspective about being on the train.	Class Feedback Comprehension Questions Self-Assessment	Novel Diary Entry sheet	Creative writing Comprehension
Creative writing – Character descriptions	Literacy	Literacy from last week	Characterisation, appearance, personality	What do we learn about the characters from their descriptions?	Reading character descriptions from Harry Potter and discussing what we learn about them.		Verbal feedback in lesson.	Power point, pdf printout	Reading for understanding. Speaking – sharing ideas within the class.
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 7 – The Sorting Hat	Novel study – Harry Potter	Whole class reading - Primary	Novel specific vocabulary – Gryffindor, Hufflepuff, Ravenclaw and Slytherin. Inference Adverb Five Senses	Identifying different personal qualities Using inference to answer key questions on the text	Personality Quiz to decide which house you fall into. Video clip – pretend you are in the Great Hall and use the 5 senses to write descriptively.	Depending if completed in lesson, complete the creative writing task.	Self-Assessment	PowerPoint YouTube Quiz	Creative Writing Inference skills
Creative writing - characterisation	Literacy	Literacy from last week	Characterisation, adjectives, verbs, appearance, personality	Create your own character	Students complete written work by creating their own character.		Teacher assessment of written responses	Word documents.	Descriptive writing.
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 8 – The Potions Master	Novel Study – Harry Potter	Whole class reading - Primary	Adverb Adjective Verb Key Words: Rickety	Creative task – making your own potion Identifying different	What qualities make a good teacher? How does this apply to Professor Snape? Look at the way Professor Snape behaves in the extract.	Advice sheet – create an advice sheet for your ideal teacher. How do you think they should behave/act? (try to	Teacher assessed Self/peer assessed	PowerPoint PEE/PETER grid Create your own potion sheet	Reading comprehension Analytical writing Non-fiction writing

			Solid Poltergeist Patrolled Scrawny Dumpy	language techniques	How as the writer use language here to present Professor Snape?	make it funny rather than serious)			
Creative writing – descriptive writing using the senses	Literacy	Literacy from last week	Senses, description	How can we refer to the senses to aid description?	Write ideas in relation to the senses from a given image of a campsite.		Verbal feedback in the lesson. Teacher assessment of written responses.	Word documents printed out.	Speaking and sharing ideas for group feedback. Writing ideas for the senses.

YEAR 7 ENGLISH TERM 2 – NOVEL STUDY									
Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 9 – The Midnight Duel	Novel Study – Harry Potter	Whole class reading – Primary	Protagonist Antogonist Implicit Explicit	Inferring information from the text Writing implicitly	Character study – Malfoy traits Short story – Neville’s point of view: explore feelings and experiences Show not tell – descriptive using inference	Design your perfect antagonist.	Teacher assessed Self/peer assessed	PowerPoint	Creative writing Inferring information Effective Adjectives
Creative writing – description using the senses	Literacy	Literacy from last week	Senses, images, scenery	How can we enrich our creative writing using the senses?	Students independently respond to a range of images and write paragraphs ensuring references to the senses.		Peer assessment of written responses.	Pdf documents	Creative writing.
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 10 – Halloween	Novel Study- Harry Potter	Whole class reading – Primary	Setting Characters Plot Effective verbs and adjectives	Creating an effective setting Developing character descriptions	We are going to write a Halloween story – what do you think this includes? Looking at different extracts – how can they be improved? What gothic techniques can you include?	Design your perfect Halloween banquet meal. Consider: - The magical foods witches and wizards might eat - Effective adjectives and verbs	Teacher assessed Self/Peer Assessed	PowerPoint Extracts Scaffolding for younger sets	Analysing texts Creative Writing

Creative writing – writing a story	Literacy	Literacy from last week	Comprehension, senses, alliteration, simile, metaphor	To respond to a given fiction extract	Students answer questions on a given fiction extract story starter. Students then continue the story including reference to the senses and language techniques.		Verbal feedback on comprehension questions.	Power point	Reading for understanding. Speaking – sharing responses verbally. Creative writing.
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 11 – Quidditch	Novel study – Harry Potter	Whole class reading – Primary	Character Development Bildungsroman Conflict Protagonist	Revision – what has happened in the novel so far? Understanding character development	Revision on the plot so far – what has happened to Harry up till this point? Story boarding your own novel and the events that take place.	Using the story board that was created in lesson, you need to write your own opening to the story.	Teacher Assessed Self-assessment	PowerPoint Story-Board grid	Creative Writing Reading comprehension
Creative writing – The senses	Literacy	Literacy from last lesson	Seasons, Summer, Spring, Autumn, Winter	How can we use the senses to describe a season?	Students share ideas verbally on what they think of in relation to a given season. Writing to describe a season.		Verbal feedback in the lesson.	Power point	Speaking to share ideas in class. Writing descriptive paragraphs.
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 12 – The Mirror of Erised	Novel Study – Harry Potter	Whole class reading - Primary	Tension Debate Speech Short Sentences Punctuation Adverbs Adjectives Superlatives Use of questions	Considering how tension is created in the extract Creating a debate – decide which statements you agree with and why?	Harry has become obsessed with looking in the mirror, why do you think this is? Harry has become obsessed with looking in the mirror, why do you think this is? Analyse the text.	Using the debate template, think of a topic that could have different opinions. Use the template to set out your arguments on both sides the topic.	Teacher Assessed Peer Assessed	Novel PowerPoint Extract	Creative Writing Speaking and listening

Creative writing – fantasy settings	Literacy	Literacy from last week	Settings, fantasy	What is a typical fantasy setting?	Students write down words and phrases in response to a series of fantasy setting images. Class feedback. Write a descriptive paragraph to describe a fantasy setting.		Verbal feedback. Peer assessment of paragraphed responses.	Power point	Speaking – sharing ideas as a class. Writing a descriptive paragraph.
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 13 – Nicolas Flamel	Novel Study - Primary	Whole class reading - Primary	Newspaper Article Headline Caption Interview	Understanding the different features of a newspaper article.	Where could you go to find out about what is going on in the world? What are the different features of a newspaper article? To plan, draft and then complete a finished newspaper article.	Complete the Newspaper feature worksheet.	Teacher Assessed Self-Assessment Assessment in the newspaper draft	Daily Prophet Newspaper Newspaper Checklist Planning a newspaper report	Creative Writing Reading comprehension
Creative writing- setting	Literacy	Literacy from last week	Setting, description, simile, metaphor	What makes an effective fantasy setting?	Respond to short extracts describing a fantasy setting. Create your own fantasy setting.		Teacher assessment of written responses.	Power point	Reading for understanding. Writing to describe a setting.
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 14: Norbert the Norwegian Ridgeback	Novel Study – Harry Potter	Whole class reading - Primary	Similarities Differences Dragon Guide	Inferring and finding information Creative task – designing your own dragon	What similarities and differences can you find between Harry, Hermione and Ron at the start of the novel and at the end? What similarities and differences can you find between Harry, Hermione and Ron at the start of the novel and at the end? Creative Task: Design Your Own Dragon	Complete the 'Magizoologist' sheet.	Teacher Assessed	PowerPoint	Creative Writing Reading comprehension
Creative writing – fantasy settings	Literacy	Literacy from last week	Settings, description , vocabulary, adjectives	What can we infer from a fantasy setting?	Students complete a short selection of questions on a range of fantasy setting images.		Teacher assessment of written responses.	Power point	Writing using imagination.
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 15: The Forbidden Forest	Novel Study – Harry Potter	Whole class reading - Primary	Tense/Tension Adjectives/Verbs/Adverbs 5 senses Short Sentence Cliffhanger	Understanding how tension is built? How has the writer used	What is tension? Extract study – where is the tension and how does it build?	Creating tension – rewrite the extract using the key words to help create a tense atmosphere.	Teacher Assessed Peer Assessment	PowerPoint	Analytical skills Comprehension Creative Writing

				literary techniques: Adjectives/V erbs/Adverbs 5 senses Short Sentence Cliffhanger	How has tension been created within this extract?				
Creative writing – fantasy settings	Literacy	Literacy from last week	Settings, word bank	To be able to use a series of interesting vocabulary choices effectively in sentences.	Students will be given a fantasy setting word bank and will use this to create a range of interesting sentences/paragraphs		Teacher assessment of written responses.	Word documents.	Writing using a range of vocabulary choices.
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Chapter 16: Through the Trapped Door Lesson 2	Novel Study – Harry Potter Novel Study	Whole class reading – Primary Whole class reading - Primary	Model Verbs Structure Advice Technical terms Formal Language Sequencing words Adjectives Adverbs	Giving advice – how to help others cope with exam stress? Finding effective adjectives and adverbs Go through and pick out 5 effective adjectives and 5 effective	In your books, write down all the different connotations you associate with the word: EXAMS Creating an advice leaflet In your book, answer the question: In the extract, how does the writer present how Ron, Harry and Hermione are feeling? PETER/PEE grid Model Answer Full response	Write a 1 st person narrative from Ron’s point of view explaining how you feel about the current exams.	Teacher assessed Self Assessment	PowerPoint PEE/PETER grid	Analytical writing Reading comprehension
Creative writing – fantasy stories	Literacy	Literacy from last week	Vocabulary choices, language techniques	To write creatively in responses to a short story starter and a given image.	Students will respond to questions on a short extract to identify language techniques and vocabulary choices. Students will then continue the story.		Teacher assessment of written responses.	Power point	Reading for understanding. Writing creatively.

YEAR 7 ENGLISH TERM 3 – POETRY

Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement

The Kraken	Poetry: Myths and Legends	Themed unit study Literacy lessons	Adjectives List of three Verb Onomatopoeia	Language analysis	How has Tennyson used language to make the Kraken seem frightening?	Write a diary entry from the perspective of a crewmember on a ship who has seen the Kraken.	Teacher assessed	PPT Poem	Reading Comprehension Analytical writing
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Robin Hood	Poetry: Myths and Legends	Themed unit study Literacy lessons	Sibilance Repetition Rhyme	Creative writing	Rewrite the poem into a letter to a friend.	Choose an historical person or someone from legend that you admire. Now write your own poem about them.	Verbal feedback Peer assessment	PPT Poem	Reading Comprehension Creative writing
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Near Avalon	Poetry: Myths and Legends	Themed unit study Literacy lessons	Imagery Atmosphere Adjectives	Structural analysis	How has Morris structured the poem to interest the reader?	Using the information in the poem, write your own description of the ship.	Teacher assessed	PPT Poem	Reading Comprehension Analytical writing Creative writing
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The Fairies	Poetry: Myths and Legends	Themed unit study Literacy lessons	Tone Repetition Plosives	Non-fiction writing	Create your own fairy and write a fact file about it.	Draw a picture of your fairy for your fact file.	Verbal feedback	PPT Poem	Reading Comprehension
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The Fairies	Poetry: Myths and Legends	Themed unit study Literacy lessons	Verbs Similes Sentence types	Creative writing	Write a description of the fairy you have created.	Imagine you have been walking through the countryside and you came face-to-face with the fairy that you created in lesson. Write the script for a chat show where a presenter interviews you about your experience.	Peer assessed	PPT Poem	Creative writing
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Beowulf	Poetry: Myths and Legends	Themed unit study Literacy lessons	Opening Metaphor Alliteration	Inference Creative writing	Write a story about a good leader.	Research Grendel and create a fact file with the information you have learnt.	Teacher assessed	PPT Poem	Reading Comprehension Creative writing
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Mrs Midas	Poetry: Myths and Legends	Themed unit study Literacy lessons	Personification Caesura Simile	Inference	Write a summary of the events of the poem.	Write a short story about a person who turns everything they touch into something very inconvenient.	Peer assessed	PPT Poem	Reading Comprehension
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Mrs Midas	Poetry: Myths and Legends	Themed unit study Literacy lessons	Sentence type Pun Humour	Analytical writing	How does Duffy use language to explore the character of Mrs Midas?	Write a diary entry for Mrs Midas expressing how she feels about her husband.	Teacher assessed	PPT Poem	Analytical writing

YEAR 7 ENGLISH TERM 4 – PLAY TEXT									
Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement

YEAR 7 ENGLISH TERM 5 – SHAKESPEARE									
Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The Mechanicals plan their play	Shakespeare: A Midsummer Night's Dream	Themed unit study Literacy lessons Myths and Legends	Context, impressions, development	Character analysis, play's development	In what ways do these men show their foolishness? What is the mood of the extract? What is your impression of the character? Imagine that Peter Quince, leader of the group, keeps a log of their play's development. Write the entry summarising this scene.	Write a list of props and costumes you would need for this scene and write the opening stage directions.	Verbal feedback and discussion. Self-assessment.	PPT, extract	Reading Comprehension Analytical writing Character analysis Summary writing
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Helena pursues Demetrius	Shakespeare: A Midsummer Night's Dream	Themed unit study Literacy lessons Myths and Legends	Theme	To explore the theme of love within the play.	Explain Oberon's plan. Do you think Oberon's plan will solve the conflict	Imagine you are Demetrius describing the evening to a	Verbal feedback and discussion. Questions – teacher assessed	PPT, extract, table	Reading Comprehension Analytical writing

					between him and Titania? Explain your answer. How would you describe Helena's love for Demetrius? What does this show about Elizabethan attitudes towards women? How does Helena's language show her feelings for Demetrius?	friend. Write what he might say. Extension: Write what Demetrius' friend might say back to him, perhaps advising him as to what he should say to Helena to make his feelings clear.			
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The plan didn't go to plan	Shakespeare: A Midsummer Night's Dream	Themed unit study Literacy lessons Myths and Legends	Consequence, summary	To understand what went wrong and what happened as a consequence.	How can you tell that Lysander is in love with Helena ? Give at least two things he says. How does Helena react to Lysander being in love with her?	How does Shakespeare show Helena's feelings towards Lysander in this scene? PEE paragraphs	Questions – self-assessed Discussion Verbal feedback	PPT, extract, model paragraph	Analytical writing Discussion Reading Comprehension
Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The lovers are confused	Shakespeare: A Midsummer Night's Dream	Themed unit study Literacy lessons Myths and Legends	Evidence, change, speech	To see how the themes of love and jealousy are explored.	Find evidence to support character points. How have the lovers' feelings changed from the start of the play up to this point? What is your impression of Demetrius' language in his first speech?	Write a similar speech to Demetrius' opening one, making up exaggerated lover's praise for someone. Extension: Write down two further ways in which you could praise your beloved in an over-the-top way.	Teacher assessed	PPT, extract, table, model	Reading Comprehension Non-fiction writing – speech
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Hermia and Helena have fallen out	Shakespeare: A Midsummer Night's Dream	Themed unit study Literacy lessons Myths and Legends	Unrequited love	To explore how the themes of love and jealousy are presented.	What is Hermia's attitude towards Helena? Make a list of the insults that each woman uses and pick the least and most insulting. Draw and plot them in your book. How does Shakespeare use language in this extract to express Hermia and Helena's feelings? Look closely at the text in order to support your answer.	Imagine two modern-day friends have fallen out over love or money. Write a short script in which they argue, with the two characters being different in attitude and manner. Include some funny Shakespearean insults. Extension: Write a speech that a third friend might say to try to calm the argument down.	Verbal feedback and discussion Peer-assessment Teacher assessed	PPT, extract	Reading Comprehension Discussion Non-fiction writing
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement

Titania is in love with Bottom	Shakespeare: A Midsummer Night's Dream	Themed unit study Literacy lessons Myths and Legends	Mood	To explore how mood is created in this scene.	Explain how mood is created in this extract.	How do you picture Titania? Remember that she is Queen of the Fairies and rules over nature. Write a fact file describing her appearance, as you imagine it.	Discussion Peer assessed	PPT, extract, table	Discussion Creative writing
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Titania falls out of love	Shakespeare: A Midsummer Night's Dream	Themed unit study Literacy lessons Myths and Legends	Simile, speech	To see how the themes of love and magic are explored.	Why does Oberon now pity Titania? Why does Oberon release Titania from the spell? What is Titania's reaction when she awakes? Write down the two similes used to describe flowers in Oberon's speech, then try to explain their effect.	Write your own simile to describe a flower. Explain the effect of your simile – annotate and analyse your choice of language.	Self-assessment	PPT, extract	Reading Comprehension Creative writing Descriptive writing
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
The Fairy Blessing	Shakespeare: A Midsummer Night's Dream	Themed unit study Literacy lessons Myths and Legends	Advert, theme	To explore how the theme of magic is presented.	What is the view of the fairies presented in this extract? Extension: How does the extract show Elizabethan beliefs? – Beliefs in an unseen world, mixed feelings about fairies, ideas about human fate and fortune.	Write a job advert for a fairy helper to Titania, to be printed in the <i>Midsummer Evening Post</i> .	Discussion Verbal feedback Questions – teacher assessed	PPT, extract, homework table	Reading Comprehension Non-fiction writing – job advert

YEAR 7 ENGLISH TERM 6 – FANTASTIC BEASTS THEMED UNIT									
Rationale:									
Week 1	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Introduction to Myths and Legends	Themed unit: Myths and Legends	Whole class book study – Harry Potter	Myth, mythical, legend	What exactly are myths and legends, and why are they so important?	Mind map myths and legends – make notes – create a Venn diagram	Create a 'Myths and Legends' poster/fact file	Mind map feedback and teacher assessed Venn diagram	PowerPoint Poster Information display	Reading comprehension
Introduction to Greek Myths			Mythical creature	What is a Greek Myth? What are Greek mythical creatures?	Write your own Greek myth		Greek myth teacher assessed		
Week 2	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement

Extract study – ‘The Kelpie’s Last Battle’	Themed unit: Myths and Legends	Whole class book study – Harry Potter	Myth, verb, adjective, explain how, rhetorical question, adverb	Explore and understand the writer’s use of language and structural techniques.	Comprehension questions PEE paragraph (language analysis)	Imagine you are a villager who has witnessed the fight between the Kelpie and the Fairy Bull. You are being interviewed by a journalist. Write the interview as a script.	Comprehension questions peer-assessed	PowerPoint, extract, mythical creature table, Kelpies fact file, Loch Ness and Kelpie comprehension worksheet	Reading, creative writing, analytical writing, reading comprehension
Extract study – ‘The Odyssey’		Introduction to Myths and Legends	First person narrative, epic poem, explain why, verb, list, adjective, simile, speech	How can we tell that the fight between the kelpie and the fairy bull is a violent one? How has the writer used language? How can you tell that the blinding of Polyphemus was gruesome?	Comprehension questions PEE paragraphs (language analysis)	Imagine that you are Polyphemus, the blinded Cyclops. Prepare a speech to your brothers, explaining what happened to you, why you are upset. Tell them what you would like done to Odysseus and persuade them why it is the right thing to do.	PEE paragraph teacher assessed	Comprehension questions peer-assessed PEE paragraphs teacher assessed	PowerPoint, extract, speech writing template, storyboard hand-out, Odysseus and Cyclops reading comprehension sheet
Week 3	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Extract study Extract study – ‘King Arthur’	Themed unit: Myths and Legends	Whole class book study – Harry Potter	Identify, interpret, explicit, questions, adjective, explain why, what is the effect, adverb, simile	Identify and interpret explicit ideas and comment on the writer’s use of language	Comprehension questions PEE paragraphs Character description Diary entry Script writing Newspaper report	Write your own legend in a castle setting – use the worksheet	Comprehension questions peer-assessed Paragraphs teacher assessed List four things - self-assessed Creative writing – teacher assessed	PowerPoint, extract, newspaper report hand-out, newspaper report planning grid, newspaper report templates, wordsearch, Legend of King Arthur reading comprehension, creative writing worksheet	Reading comprehension, analytical writing, non-fiction writing, creative writing
Extract study – ‘Hercules’			Emotive language, imagery, what is the effect, verb, adjective	Recognise the writer’s techniques How can you tell that the villagers are scared?	Comprehension questions PEE paragraphs Character description Language analysis	Practice question: How does Hyde use language to show the	Comprehension questions peer-assessed	PowerPoint, extract, character description sheet, quiz, video, Hercules story PowerPoint	Reading comprehension, analytical writing, descriptive writing

Week 4	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Extract study – ‘King Midas’ Extract study – ‘Echo’	Themed unit: Myths and Legends	Whole class book study – Harry Potter	Inference, adjective, personification, superlative, simile, explain why, verb Simile, emotive language	How does Hyde use language to describe the lion? Make inferences based on evidence, How does King Midas feel about his wealth and how does this change? How does Hyde use language to describe Echo and Narcissus? Recognise the writer’s techniques and comment on the presentation of characters	Group work (discussion), write a description, language analysis table and paragraphs Comprehension questions, language analysis table, diary entry, letter writing	reader Hercules is strong? Sentence starters provided Practice question: How has Hyde made us feel sympathetic towards Midas? Practice question: How does Hyde use language to make the ending of the story sad?	Paragraphs and practice question – teacher assessed Character description – self-assessed Teacher assessed	PowerPoint, extract, PEE table, comprehension activity, wordsearch, video PowerPoint, extract, quote and effect analysis table	Reading comprehension, analytical writing, writing about structure, descriptive writing
Week 5	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Extract study – ‘The Ruin on Pennard Castle’ Non-fiction	Themed unit: Myths and Legends	Whole class book study – Harry Potter	Verbs, simile, metaphor	Distinguish main ideas and consider the writer’s presentation of characters How does Watkins use language to describe the Baron? Design a leaflet Analyse the writer’s use of language	Comprehension questions, paragraphs, leaflet, witness account, language feature table, practice question Language feature table, comprehension questions, paragraphs	Practice question: How does Watkins use verbs throughout the story to show us how violent the Baron is? Write at least three paragraphs in response – sentence starters included.	Leaflet – self-assessed Teacher assessed	PowerPoint, extract, comprehension questions	Reading comprehension, analytical writing, non-fiction writing

Extract study – ‘The Giant’s Causeway’ Non-fiction			Analyse, statement, rhetorical question, adjective, simile, metaphor, statistics, juxtaposition	How has the writer made the Giant’s Causeway seem magical?					
Week 6	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Extract study – ‘The Loch Ness Monster’ Non-fiction	Themed unit: Myths and Legends	Whole class book study – Harry Potter	Explicit, adjective, statistics	Recognise explicit and implicit ideas and show awareness of how language choices affect meaning Summarise Language analysis	Summarising the extract, language analysis table and paragraphs, descriptive writing	Imagine you have just seen the Loch Ness Monster. Write a detailed description of it – success criteria included	Teacher assessed	PowerPoint, extract, fact file, reading comprehension, reflective reading task, design activity	Reading comprehension, analytical writing, non-fiction writing
Week 7	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Extract study – ‘Robin Hood’	Themed unit: Myths and Legends	Whole class book study – Harry Potter	Rhetorical question, adjective, account, verbs	Find and list information and analyse the writer’s use of language How has the writer made Robin Hood seem exciting?	Choose four statements which are true Language feature table Paragraphs	Research and write a fact file about Robin Hood, outlining his life and his achievements – planning table included	Statements – self-assessed Teacher assessed	PowerPoint, extract, wanted poster template, wordsearch, T.O.E PowerPoint and activities	Analytical writing, non-fiction writing
Week 8	Topic	Prior Learning	Key vocabulary/grammar	Key Skills	Project/written work	Homework	Assessment for Learning	Resources	National Curriculum Statement
Extract study and creative writing – Dystopian fiction - Intro Setting Create your own setting Exploring character	Themed unit: Myths and Legends	Whole class book study – Harry Potter	Dystopian fiction, utopia, post-apocalyptic, dystopia Dystopian setting Protagonist, antagonist, oppressive leader	What is dystopian fiction? To explore the setting in dystopian fiction Explore typical characters in dystopian fiction	Pick two of the statements and explain why you agree or disagree with them. Think of a dystopia novel or film – what are the key features? How does the narrator feel about the setting? Compare the two settings. Choose a quote from the extract and explain what it suggests about the setting, Monster, Frankenstein Draw and label your dystopian character. Decide what your dystopian short story is going to be about and create a detailed plan – planning structure included	Plan and write a description of your dystopian setting – use the PowerPoint slide with the mind-map How does Shelley create and convey setting and character in the extract?	Self-assessed, peer-assessed and teacher assessed	PowerPoint, agree/disagree worksheet, extracts for setting, comparison table, setting video, character video, dystopian plot generator, ‘how to recognise a dystopia’ video	Analytical writing, creative writing

Create your own dystopian setting				Explore the typical plot in dystopian fiction					
Plot – Planning									
Dystopian story writing				Use your notes and knowledge to write your dystopian story					