

Year 7 English	Fertile Question/ Content / Concepts / Knowledge	<u>Origins and Identity: What does it mean to be human? (4 weeks, 20 lessons)</u> <ul style="list-style-type: none"> <li>A range of stories exploring what it means to be human. (Part 1, up to Abrahamic stories).</li> </ul>	<u>Origins and Identity: What does it mean to be human? (7 weeks, 35 lessons)</u> <ul style="list-style-type: none"> <li>A range of stories exploring what it means to be human. (Part 2, Abrahamic stories onwards).</li> </ul>	<u>Language in London: How has London changed and how have people written about it? (10 weeks, 50 lessons)</u> <ul style="list-style-type: none"> <li>A range of 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts thematically linked to London</li> <li>Writing to argue</li> </ul>	<u>Animal Farm: Does absolute power corrupt absolutely? (12 weeks, 60 lessons)</u> <ul style="list-style-type: none"> <li>Animal Farm by George Orwell</li> <li>Supplementary contextual and dystopian extracts</li> <li>Writing to present a viewpoint</li> </ul>	End Game
				<p>CONTENT: Pupils will read a range of texts including oral traditions, two Greek myths, Abrahamic biblical stories, extracts from Shakespeare, literature exploring the migrant experience in Britain and spoken word poems. Pupils will also revisit and extend their understanding of spelling, punctuation and grammar. Additionally, they will learn presentation skills, descriptive writing skills, analytical skills, and retrieval and inference skills.</p> <p>CONCEPTS: Through reading these texts, pupils will have a chronological and canonical understanding of the evolution of story-telling and develop an understanding of thematic and contextual links between texts. They will reflect on their own experiences and consider what influences have shaped their ideas and values.</p> <p>KNOWLEDGE: Pupils will be able to retell some Greek myths, biblical stories, migrant stories and spoken word poems. They will also be able to explain some of the influences on Shakespeare, and describe the links between some texts from different eras. Pupils will deepen their understanding of literary devices and spelling, punctuation and grammar rules. Furthermore, they will develop their understanding of descriptive writing skills, presentation skills, creative writing skills and analytical writing skills.</p> <p>One lesson a week is dedicated to a literacy curriculum tailored to learners' individual needs.</p> <p>Bespoke literacy starters given every lesson.</p>	<p>CONTENT: Pupils will read a range of texts including oral traditions, two Greek myths, Abrahamic biblical stories, extracts from Shakespeare, literature exploring the migrant experience in Britain and spoken word poems. Pupils will also revisit and extend their understanding of spelling, punctuation and grammar. Additionally, they will learn presentation skills, descriptive writing skills, analytical skills, and retrieval and inference skills.</p> <p>CONCEPTS: Through reading these texts, pupils will have a chronological and canonical understanding of the evolution of story-telling and develop an understanding of thematic and contextual links between texts. They will reflect on their own experiences and consider what influences have shaped their ideas and values.</p> <p>KNOWLEDGE: Pupils will be able to retell some Greek myths, biblical stories, migrant stories and spoken word poems. They will also be able to explain some of the influences on Shakespeare, and describe the links between some texts from different eras. Pupils will deepen their understanding of literary devices and spelling, punctuation and grammar rules. Furthermore, they will develop their understanding of descriptive writing skills, presentation skills, creative writing skills and analytical writing skills.</p> <p>One lesson a week is dedicated to a literacy curriculum tailored to learners' individual needs.</p> <p>Bespoke literacy starters given every lesson.</p>	<p>CONTENT: Pupils will read a range of specially chosen non-fiction extracts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries on the theme of life in London, loosely grouped into the following weekly sub-themes – Education, Travel, Work, Urbanisation, Housing, Leisure, Community, Politics. Pupils will also revisit and extend their understanding of spelling, punctuation and grammar and learn writing to argue skills.</p> <p>CONCEPTS: Through reading these texts, pupils will develop their chronological understanding of recent centuries and how London has changed. They will develop an understanding of contextual links between texts and use the information gained to inform their argumentative writing. They will develop their writing skills by engaging with challenging vocabulary in the sources and a range of different sentence structures and text forms.</p> <p>KNOWLEDGE: Pupils will be able to decode and make inferences about a range of texts, and explain the main changes from the 19<sup>th</sup> to the 21<sup>st</sup> century. Pupils will deepen their understanding of literary devices and spelling, punctuation and grammar rules. In addition, they will be able to structure and sustain an argument in their own writing in a range of different forms.</p> <p>One lesson a week is dedicated to a literacy curriculum tailored to learners' individual needs.</p> <p>Bespoke literacy starters given every lesson.</p>
	Assessment	<ul style="list-style-type: none"> <li>AP0 wc 9/10/17</li> <li>45 min closed-book exam on an unseen extract from a Greek myth which is in the style of AQA literature paper 1 section A (assessed for AO1, AO2, AO3 and AO4).</li> <li>GEM/DIRT activities are essay-based in the style of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>AP1 wc 04/12/2017</li> <li>45 min closed-book exam on an unseen extract from a Greek myth which is in the style of AQA literature paper 1 section A (assessed for AO1, AO2, AO3 and AO4).</li> <li>GEM/DIRT activities are essay-based in the style of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>AP2 wc 05/03/2018</li> <li>AP2 wc 05/03/2018</li> <li>60 min exam which is in the style of AQA language paper 2 section A using two thematically linked non-fiction extracts (assessed for AO1, AO2, AO3 and AO4)</li> <li>Writing to argue task in the style of AQA language paper 2 Section B. (45 minutes)</li> <li>GEM/DIRT activities are writing to argue or decoding activities in the style of the exam.</li> </ul>	<ul style="list-style-type: none"> <li>AP3 wc 18/06/2018</li> <li>45 min closed-book exam on a poem studied in the style of AQA literature paper 2 section A (assessed for AO1, AO2, AO3 and AO4).</li> <li>Writing to persuade task in the style of AQA language paper 2 Section B (45 minutes)</li> <li>GEM/DIRT activities are essay-based in the style of the exam.</li> </ul>	<p>AQA GCSE English Literature <a href="#">Paper 1</a> SECTION A: Macbeth SECTION B: Jekyll and Hyde</p> <p><a href="#">Paper 2</a> SECTION A: An Inspector Calls SECTION B: Comparison poetry SECTION C: Unseen poetry SECTION D: Unseen comparison poetry</p> <p>AQA GCSE English Language <a href="#">Paper 1</a> SECTION A: Reading responses to unseen fiction extract SECTION B: Writing to describe</p> <p><a href="#">Paper 2</a> SECTION A: Reading responses to 2 unseen non-fiction texts SECTION B: Writing to argue</p>