



SUNNYDOWN SCHOOL

ENGLISH CURRICULUM PLAN

Subject	English	Year group	Y7
Subject Intent	<p>At the start of Year 7, we focus primarily on being classroom ready, and reigniting a love of stories to aid a smooth transition between primary and secondary English study. Throughout this first year, Sunnydown students are exposed to a range of stories from different time periods, genres and writers in order to create a breadth of knowledge about story-telling and texts, all designed with a range of inclusive learning opportunities. We explicitly teach them the foundational skills necessary for success in secondary English, moving from a primary focus of comprehension of texts to a deeper understanding of a writer's purpose and analysis. Each text is studied through the lens of telling stories so students develop an appreciation and respect for the history and importance of the art of story-telling: oral story-telling, traditional novel, poetry and drama. Our baseline assessments in the early part of the year allow us to identify areas that may require swift and effective intervention.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
Autumn 1	<p>Transition unit: Myths and Legends – Where stories come from</p>	<p>Key themes and context:</p> <ul style="list-style-type: none"> • The Oral Storytelling Tradition • Myths and legends • Allusion in literature <p>Key literature focus:</p> <ul style="list-style-type: none"> • Structure of a text <p>Key language focus:</p> <ul style="list-style-type: none"> • Creative writing • Narrative Writing <p>Spoken Language focus: Listen and respond appropriately to adults and</p>	<p>Allusion Oral storytelling Fiction Historical Explicit meaning Implicit meaning Opening Ending</p>	<p>Building on..... The English curriculum begins at Sunnydown with a review of the skills taught, but perhaps not yet embedded, at KS2. Strategies for what to do when stuck are explicitly taught, as well as extract based activities that mirror those taught at KS2. Our priority is a smooth transition to the secondary curriculum and being classroom ready.</p> <p>Building towards... The theme of stories and story-telling as an ancient art is something that students will continue to study throughout their English experience at Sunnydown: having a foundational knowledge of Myths and Legends will support in understanding references and allusions throughout KS3 and beyond. Through the enjoyment of exploring these earliest enduring stories,</p>

		<p>peers Ask relevant questions to extend understanding of knowledge Articulate and justify answers/arguments/opinions Give well-structured descriptions, explanation and narratives Maintain attention Speak audibly and fluently</p>		<p>Sunnydown students will be equipped with a basis and reference points from which to build on throughout the English curriculum.</p>
<p>Autumn 2</p>	<p>Pre-1914 Literature to inspire Narrative writing: Christmas Carol</p>	<p>Key themes and context: Victorian Novel 19th century Charles Dickens Poverty and the Poor Traditions Empathy</p> <p>Key Literature focus: Novel structure Characterisation</p> <p>Key Language focus: Creative writing Writing to describe Structuring writing Applying descriptive and figurative devices Creating mood/atmosphere</p> <p>Spoken Language: Listen and respond appropriately to adults and</p>	<p>Morality/immorality Empathy Novel Victorian Era Characterisation Villain Naïve</p>	<p>Building on... As some students will have some prior knowledge of this text as well as the many film adaptations, this whole text study introduces students to 19th century literature in an accessible way. As this text primarily focuses on the theme of Christmas, this creates an access point for most students. Students study the whole plot and delve into key extracts to support them in accessing the language used by Dickens. Using film adaptations allows the students to see various interpretations of the same text whilst also giving them a visual representation of key characters and pivotal moments. Dickens' work is a key example of craftsmanship in writing, and pupils will continue to hone their skills in analysis through discovery of classic characters and plots from one of his most famous texts.</p> <p>Building towards... The study of A Christmas Carol creates an important foundation for students to build on when they study a wider variety of 19th century literature in Y8 (Creating Monsters) and Y9 and then again for some when they revisit A Christmas Carol in Y10. It is an opportunity to bridge what pupils already know about Victorian society whilst introducing them to some of the big ideas necessary to understand the era more broadly.</p>

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<p>Spring 1</p>	<p>The Art of Rhetoric: Persuasive Speeches</p>	<p>Key themes and context: Speaking, listening, responding Aristotle: Ethos, Pathos, Logos Women’s Rights and Sexism Protest and Politics</p> <p>Key Literature focus: Exploring the features of powerful arguments Speeches from history</p> <p>Key Language focus: Analysing and applying rhetorical devices Writing for a purpose Audience Writing to argue and persuade Structuring an argument</p>	<p>AFOREST Rhetoric Ethos Pathos Logos Analogy Conjunctions Evaluation Counter-arguments Modal Verbs</p>	<p>Building on... Throughout KS1 and KS2, students are taught to coherently voice their thoughts, ideas and opinions as well as listen and respond to those of others. The Art of Rhetoric unit is a culmination and refinement of these skills enabling students to develop their knowledge of using language for purpose. Students will not only speak for a purpose, but practise the art of writing for a purpose, learning a bank of rhetorical and persuasive devices and terminology.</p> <p>Building towards... The learning within this half term creates a critical bedrock for student understanding of the importance of writing for a purpose. Speaking and listening skills are one of the key strands of English in the National Curriculum and are assessed explicitly at GCSE level. This unit works to build students’ confidence in the art form that is rhetoric -using the mnemonic AFOREST - as well as their ability to craft writing for different effects. Ultimately, this unit will support the students with their GCSE English Language paper 2 and their functional skills exams.</p>

		<p>Spoken Language: Articulate and justify answers/arguments/opinions Maintain attention Speak audibly and fluently Participates in formal debates/structured discussions Gain, maintain and monitor the interest of listeners Summarise and build on what's been said Consider other view points</p> <p>Spoken Language focus Giving short speeches/presentations</p>		
Spring 2	Shakespeare's Villains	<p>Key themes and context: Play Genre Villains Heroes</p> <p>Key Literature focus: Rhythm Iambic Pentameter Play structure; acts and scenes Poetry; sonnets</p> <p>Key Language focus: Writing to describe Crafting language</p>	Audience Soliloquy Genre Tragedy Aristotle Meter Iambic pentameter	<p>Building on... This unit builds on knowledge of Shakespeare gained at primary school and introduces students to understand and analyse Shakespeare's language. By looking at different villainous characters through short extracts from Shakespeare plays, students build confidence in interpreting Shakespearian language as well as exposing them to a variety of character styles.</p> <p>Building towards... This exposure to a range of Shakespearian texts through various characters prepares students for future study of his plays as they will have a solid foundational knowledge. From Y9, students go on to study whole texts and draw on knowledge and understanding of Shakespearean features from this unit of study. Students will be able to create links and comparisons</p>

		<p>Spoken Language focus: Speak audibly and fluently Maintain attention Listen and respond appropriately to adults and peers Ask relevant questions to extend understanding of knowledge Use relevant strategies to build vocabulary</p>		<p>between the villains they study in order to understand some of the big ideas and concepts vital for understanding this era and form of literature.</p>
Summer 1	<p>Modern Novel: Private Peaceful and War Poetry</p>	<p>Key themes and context: Ambition Childhood Inclusion & Acceptance Love Nature & places</p> <p>Key Literature focus: Poetic Devices Structure Rhythm and Metre Key</p> <p>Key Language focus: Creative Writing Writing to Describe Narrative Writing Crafting language Editing and redrafting</p>	<p>Stanza Verse Rhyme Rhythm Enjambment Imagery Figurative Language</p>	<p>Building on... After experiencing the Shakespearian world and how he creatively uses form, language and structure, students deepen their understanding of poetic conventions by moving on to poetry. Through the theme of WW1 and Michael Morpurgo's Private Peaceful, students will look at a variety of poems allowing them to create a foundational knowledge of key poetic terminology and techniques.</p> <p>Building towards... To prepare them for KS4 study, pupils will increase knowledge of poetic devices, techniques and forms that link to their previous study of Shakespeare. Studying a breadth of poetry prepares them to tackle the wide range of texts they will study in the future, particularly the unseen element at GCSE. Creative writing skills that are interwoven in this unit ensures students continue to practise deliberate crafting of their own writing, using poetry as inspiration.</p>
Summer 2	<p>Diverse Shorts:</p>	<p>Key themes and context:</p>	<p>Diversity</p>	<p>Building on...</p>

	<p>Exploring diverse voices</p>	<p>20th and 21st Century Critical thinking Power Freedom Control Tolerance Rights and respect Identity and diversity Community Justice, change, action Democracy and responsibility Equality</p> <p>Key Literature focus: Plot Structure Narrative Arc Climax</p> <p>Key Language focus: Writing for a purpose Audience Text type</p>	<p>Culture Flashback Foreshadowing Dialogue Dystopia</p>	<p>This cumulative unit provides the cement to consolidate students' learning. After studying the wide variety of units throughout the year, students are well prepared to hone into particular literary devices, themes, contexts and purposes of writing. Using these diverse, short stories provides the students with a key understanding of the world around them now, but also allows them to further explore society's history and develop their cultural capital. Students will focus on making links between themes in both modern and classic texts they have studied, such as Shakespeare and Victorian literature, in order to help them understand the timelessness of the concepts.</p> <p>Building towards... Short and diverse extract based study within this unit prepares students for a key element of successful learning essential for continued growth beyond KS3. Exposing students to a wide range of texts and extracts from a diverse variety of authors provides the students with a rising platform for being a modern member of British society, allowing them to formulate their own identities and opinions on hot topics. Being able to make thematic links between various texts means students can build their confidence and independence in recognising key themes and ideas within fictional writing.</p>
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