



# Chellaston Academy

English	Year 7 Curriculum
<p><b>Intent</b></p> <p>We aim to deliver a year 7 English curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build confidence and demonstrate an ability to evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mindset which will engender an appreciation of the wider world and learning outside of English.</p>	
<p><b>Implementation</b></p> <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect student to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>	
<p><b>Impact</b></p> <p>A strong grasp of English will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be the best versions of themselves through understanding and appreciating differences in others. Regular assessments will take place in year 7 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into year 8 as more confident readers and writers who have made good progress towards their end of Key Stage academic targets.</p>	
<p><b>Links to prior learning</b></p> <p>The year 7 curriculum builds on the skills learned in KS2 English by consolidating and reinforcing the understanding of words, sentences, and text level grammatical features. Students will link ideas across paragraphs using a wider range of cohesive devices and grammatical connections. Students will extend their use of punctuation to develop a more sophisticated writing structure. Students will also develop their ability to accurately infer and to source quotations from a text to support the inferences that they have made.</p>	
<p><b>Links to future learning</b></p> <p>The year 7 curriculum directly addresses key concepts/ideas/historical viewpoints that are prevalent in the key stage 4 texts. Students will cover initial ideas surrounding themes such as conflict, identify, love, the differences between cultures and social class difference. Understanding of themes will be further developed in the year 8 curriculum, where learners will be encouraged to consider more abstract and detailed viewpoints of the broad themes which are addressed in year 7.</p>	
<p><b>Links to other subjects and the wider curriculum</b></p> <p>The year 7 curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of literacy will support the study of other text-based subjects. Study of historical novels and world texts will support an understanding of chronology and appreciation of different countries and cultures. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them.</p>	



## Topics

<p><b>Autumn 1 – Transition</b></p> <p><b>Reading</b>          Understand – the key terminology used.          Analyse – Introduction to PETAL structure.          Language – Introducing students to 19<sup>th</sup> century language.          Identify – historical context.</p> <p><b>Writing</b>          Verbs – using basic academic verbs to analyse.</p> <p><b>Home Learning</b>          PETAL practice writing.          Inference skills.          Reading comprehension tasks.</p>									
<p><b>Learning Content:</b>          This scheme focuses on introducing students to some of the key terms we will be using in English lessons at Chellaston Academy. We aim to familiarise them with this key terminology and to emphasise the importance of inference skills. Students will also be shown how to accurately identify concise evidence which supports the comments they wish to make on a text. The Transition scheme will also establish the skills needed for students to write a PETAL paragraph. This formula will allow them to produce a piece of writing that critically analyses literature.</p>									
<p><b>Assessment</b></p> <table border="1"> <tr> <td>Cold</td> <td>N / A</td> </tr> <tr> <td>Warm</td> <td>PETAL – ‘How has language been used to describe the children’s experience of prison?’</td> </tr> <tr> <td>Hot</td> <td>N / A</td> </tr> </table>		Cold	N / A	Warm	PETAL – ‘How has language been used to describe the children’s experience of prison?’	Hot	N / A		
Cold	N / A								
Warm	PETAL – ‘How has language been used to describe the children’s experience of prison?’								
Hot	N / A								
<p><b>Wider curriculum</b></p> <table border="1"> <tr> <td> <p><b>Literacy</b>            Reading/writing skills            Forms of writing            Spelling, punctuation, and grammar</p> </td> <td> <p><b>Numeracy</b>            Similarities and difference table.</p> </td> <td> <p><b>British Values</b>            Law            Responsibility            Tolerance</p> </td> <td> <p><b>Employability</b>            Adopting new skills            Communicating ideas            Questioning            Analysis skills</p> </td> </tr> <tr> <td> <p><b>SMSC</b>            Group participation            Exploring different views            Empathy for others</p> </td> <td> <p><b>Cultural Capital</b>            Historical fiction            Understanding language change</p> </td> <td> <p><b>Character Education</b>            Confidence - oracy            Moral judgement            Being constructive</p> </td> <td> <p><b>Personal Development</b>            Empathy            Understanding            Differences            Confidence</p> </td> </tr> </table>		<p><b>Literacy</b>            Reading/writing skills            Forms of writing            Spelling, punctuation, and grammar</p>	<p><b>Numeracy</b>            Similarities and difference table.</p>	<p><b>British Values</b>            Law            Responsibility            Tolerance</p>	<p><b>Employability</b>            Adopting new skills            Communicating ideas            Questioning            Analysis skills</p>	<p><b>SMSC</b>            Group participation            Exploring different views            Empathy for others</p>	<p><b>Cultural Capital</b>            Historical fiction            Understanding language change</p>	<p><b>Character Education</b>            Confidence - oracy            Moral judgement            Being constructive</p>	<p><b>Personal Development</b>            Empathy            Understanding            Differences            Confidence</p>
<p><b>Literacy</b>            Reading/writing skills            Forms of writing            Spelling, punctuation, and grammar</p>	<p><b>Numeracy</b>            Similarities and difference table.</p>	<p><b>British Values</b>            Law            Responsibility            Tolerance</p>	<p><b>Employability</b>            Adopting new skills            Communicating ideas            Questioning            Analysis skills</p>						
<p><b>SMSC</b>            Group participation            Exploring different views            Empathy for others</p>	<p><b>Cultural Capital</b>            Historical fiction            Understanding language change</p>	<p><b>Character Education</b>            Confidence - oracy            Moral judgement            Being constructive</p>	<p><b>Personal Development</b>            Empathy            Understanding            Differences            Confidence</p>						



<p><b>Autumn 1 – Canonical Literature</b></p> <p><b>Reading</b>          Understand - the roots of literature.          Analyse - Introduction to PETAL structure.          Language - How language develops over time.          Identify - Literary context and making links.</p> <p><b>Learning Content:</b>          This scheme focuses on the literary Canon and ensures that students have consolidated prior knowledge of stock characters throughout history. The scheme begins to address analytical writing, giving students the opportunity to explore and develop inferences. There is also scope for creative writing so that students can begin to craft characters and understand how writers have done this in their work. Students will use this scheme as a springboard into KS3 where literary tropes will be addressed in each topic.</p>		<p><b>Writing</b>          Verbs - Using verbs to create character; using academic verbs to analyse.          Adjectives - Using adjectives to create personification.          Prepositions and prepositional phrases - Using phrases to create character.</p>	<p><b>Home Learning</b>          Practise independent writing of PETAL paragraphs.          Independent reading of texts within the canon.          Research characters and plots within the Canon.</p>
---	--	---	---

<b>Assessment</b>	
Cold	PETAL/ Analytical focus 'How does Eurydice feel about being dead in this poem?'
Warm	PETAL - 'How does the Pardoner subvert expectations?'
Hot	PETAL - 'How does Shakespeare demonstrate power in his sonnet?'

<b>Wider curriculum</b>			
<p><b>Literacy</b>          Reading/writing skills          Forms of writing          Spelling, punctuation, and grammar</p>	<p><b>Numeracy</b>          Graph of Power          History timeline          Word frequency</p>	<p><b>British Values</b>          Kindness and equality          Understanding and tolerance of different beliefs</p>	<p><b>Employability</b>          Adopting new skills          Communicating ideas          Questioning          Analysis skills</p>
<p><b>SMSC</b>          Texts from different cultures          Group participation          Exploring different beliefs</p>	<p><b>Cultural Capital</b>          Historical fiction          Race and culture          Understanding language change</p>	<p><b>Character Education</b>          Confidence - oracy          Moral judgement          Being constructive</p>	<p><b>Personal Development</b>          Empathy          Understanding          Differences          Confidence</p>

<p><b>Autumn 2 - Forensic Linguist</b></p> <p><b>Reading</b>          Understand - Technical terminology and applying it to own work.          Vocab - (Tier 3 - Subject specific)          Infer - To investigate and make predictions, evidencing ideas to build on the exploration of meaning.          Analysis - To criticise language choices, considering purpose and effect; begin to form a critical opinion.</p>		<p><b>Writing</b>          Verbs - Identifying and using verbs: using academic verbs to analyse.          Nouns - Understanding nouns; using nouns to create imagery in description.          Adjectives - Identifying adjectives; positioning adjectives for emphasis.          Prepositions and prepositional phrases - Using phrases to organise descriptions.          Coordinating conjunctions - Identifying and writing compound sentences with coordinating conjunctions.</p>	<p><b>Home Learning</b>          Grammar tasks          Independent reading- crime fiction          Practise independent writing of PETAL paragraphs.</p>
--	--	---	---



<p><b>Learning Content:</b></p> <p>Students are exposed to linguistic features through a ‘whodunnit’ scheme and then apply these to their own writing. This scheme aims to teach students how to become better writers by using the GCSE skill of ‘consciously crafting’. Students recognise techniques and their impact in the writing of others, thus building on their inference and understanding skills from the previous half term, as well as being able to utilise these techniques within their own writing.</p>	
---	--

<b>Assessment</b>	
<b>Cold</b>	<b>Descriptive writing task - independent.</b>
<b>Warm</b>	<b>Collaboratively planned descriptive writing task based on Fleming’s ‘Casino Royale’</b>
<b>Hot</b>	<b>Descriptive writing - independent.</b>

**Wider curriculum**

<p><b>Literacy</b> Reading/writing skills Exposure to high level fiction. Grammar focus ‘Conscious crafting’</p>	<p><b>Numeracy</b> Using charts and graphs to display and interpret key information Freytag’s Pyramid Venn diagrams Statistics</p>	<p><b>British Values</b> Integrity Citizenship Law Tolerance</p>	<p><b>Employability</b> Critical thinking Working collaboratively Planning Leading a team Presenting</p>
<p><b>SMSC</b> Peer relationships Building positive relationships Effective teamwork</p>	<p><b>Cultural Capital</b> Exploring crime fiction genre American Fiction Morality and Choices Female writers/ villains Gender roles and victims</p>	<p><b>Character Education</b> Participation Leadership Critical thinking Reflection Reasoning Decision making</p>	<p><b>Personal Development</b> Confidence (oracy) Empathy Active listening Problem solving Independence</p>



<p><b>Spring 1 - Poetry</b></p> <p><b>Reading</b>          Understand - Form, rhythm, style, voice, and context.          Inference - To build on skills and develop meaning.          Writer's Intent - To appreciate the writer's experiences and attitudes.          Analysis- To scrutinise the effect of language, form, rhythm, style, and voice.          Annotate - To learn the difference between annotation and labelling and to begin to annotate for purpose and understanding.          Language - To express how and why poets use words and phrases for specific meaning.</p> <p><b>Learning Content:</b></p> <p>Students are to become familiar with GCSE assessment objectives as well as Poetic techniques. This scheme should aid students to build on their awareness of authorial intent and critical thinking, as per the previous scheme. Students are exposed to a wide range of poetry of different difficulty levels and again are embedding reading skills in the form of PETAL paragraphs.</p>	<p><b>Writing</b>          Verbs - Using academic verbs to analyse.          Participles and past participle phrases - Using participle phrases to develop analysis.</p>	<p><b>Home Learning</b></p> <p>Independent poetry reading</p> <p>Research notable poets and their work</p> <p>Focused tasks on poetic techniques</p> <p>Poetry takeaway homework</p>
---	--	--

**Assessment: As students have already demonstrated their Reading skills, there is no need for a Cold task with this scheme.**

Warm	GCSE style poetry question. Planned in class.
Hot	GCSE style poetry question, written independently.

<b>Wider curriculum</b>			
<p><b>Literacy</b>          Reading/writing skills          Understanding form and structure          Understanding implicit and explicit ideas</p>	<p><b>Numeracy</b>          Counting beats and syllables          Word frequency          Surveys          Venn diagrams          Tables</p>	<p><b>British Values</b>          Respect          Integrity          Appreciation for others' viewpoints</p>	<p><b>Employability</b>          Research skills          Critical thinking and application          Information retrieval          Knowledge application</p>
<p><b>SMSC</b>          Explore different beliefs and experiences          Reflecting          Appreciate diverse viewpoints</p>	<p><b>Cultural Capital</b>          Exposure to different races and cultures from around the world          Appreciating cultural influences</p>	<p><b>Character Education</b>          Understanding          Confidence (oracy)          Developing critical opinion          Exploring emotional reaction to language          Mutual respect</p>	<p><b>Personal Development</b>          Literary awareness          Empathy          Growth mindset          Resilience          Challenging the opinions of others</p>



<p><b>Spring 2 – Novel (Journey to Jo’Burg)</b></p> <p><b>Reading</b>          Understand - To have an awareness of contemporary and modern societal and historical challenges.          Infer - To begin to link and shape ideas connected to themes.          Writer’s Intent - How the writer uses their experiences to evoke empathy in readers.          Analysis - To investigate how and why writers construct ideas for specific meaning.          Language: Acknowledge how the writer’s words and phrases influence the reader.</p>		<p><b>Writing</b>          Verbs - Using academic verbs to analyse; using verbs to describe the senses.          Adjectives - Positioning adjectives for emphasis; using adjectives to emote.          Subordinate clauses - Using subordinate clauses to develop an argument.</p>	<p><b>Home Learning</b>          Independent reading          PETAL paragraph practice          Reading comprehension tasks</p>
---	--	--	---

**Assessment: As students have already demonstrated their reading skills, there is no need for a cold task with this scheme.**

Warm	PETAL - planned in class.
Hot	PETAL - independent.

**Wider curriculum**

<p><b>Literacy</b>          Reading/writing skills          Reading comprehension          Language analysis          Improving vocabulary</p>	<p><b>Numeracy</b>          Page references          Plot/action graphs          Timings</p>	<p><b>British Values</b>          Respect for different cultures          Tolerance</p>	<p><b>Employability</b>          Critical thinking          Cultural capital          Confidence in reading          Information retrieval</p>
<p><b>SMSC</b>          Understanding others’ perspectives          Empathy for others          Investigating morality</p>	<p><b>Cultural Capital</b>          Novel study          Understanding of different culture/traditions</p>	<p><b>Character Education</b>          Questioning          Challenge          Debating          Being objective</p>	<p><b>Personal Development</b>          Confidence          Literary awareness          Showing respect          Concentration</p>

<p><b>Summer 1 – Dickens Reading</b></p> <p><b>Reading</b>          Understand - Context of the Gothic and accurately identifying features.          Language - How Dickens’ uses language to create a gothic atmosphere.          Infer - Discover and explore the meaning of the topic.          Writer’s intent - Explore Dickens’ purpose and intended impact on reader.  <b>Learning content:</b>          Students will build on the learning that they began during their transition lessons by looking at 19th century literature and embedding their inference skills. Students will look at Dickensian texts while being introduced to exam skills such as evaluation and critical thinking. Students will also become familiarised with Assessment Objectives similar to those present for the literature GCSE. Students will begin to compare characters as well as expand their analytical paragraphs further. Students should begin to make more accurate inferences as well as beginning to use both language and literature techniques appropriately.</p>	<p><b>Writing</b>          Verbs - Using academic verbs to analyse, using verbs to describe the senses.          Imperatives - Identifying and writing imperatives, using imperatives to create character.          Main clauses - Identifying main clauses, using simple sentences to create narrative hooks.</p>	<p><b>Home Learning</b>          Independent reading          PETAL paragraph practice          Reading comprehension tasks</p>
---	--	---



<b>Assessment</b>			
<b>Warm</b>	<b>How has the character of Frankenstein been presented? (PETAL)</b>		
<b>Hot</b>	<b>Comparison of characters using PETAL.</b>		
<b>Wider curriculum</b>			
<b>Literacy</b> Reading strategies Critical thinking Comparing texts	<b>Numeracy</b> Comparison tables Venn diagrams Tables Dates and timelines	<b>British Values</b> Respect Understanding Literary Canon	<b>Employability</b> Critical thinking Extended vocabulary
<b>SMSC</b> Moral values Understanding writer's message Investigate moral issues	<b>Cultural Capital</b> British history Understanding context Deeper knowledge of notable literacy characters	<b>Character Education</b> Ethical values Desire to learn Engagement Listening to others	<b>Personal Development</b> Confidence (oracy) Concentration Developing critical voice Reflecting on feedback
<b>Summer 2 - Short Stories</b>			
<b>Reading</b>  Understand - The form and purpose of a collection of short stories.  Inference - To investigate and analyse the short story genre.  Structure - How character and tension are created.  Evaluation - To develop a critical opinion about the texts.	<b>Writing</b>  Verbs - Using academic verbs to analyse, using verbs to describe the senses.  Adverbs - Using conjunctive adverbials to link ideas.  Relative clauses - To identify relative clauses.  Dashes - To identify and use dashes, sometimes for emphasis.	<b>Home Learning</b>  Independent fiction reading  Reading comprehension tasks  Literacy tasks	
<b>Learning Content:</b>  This unit provides students an opportunity to continue their studies of 19th Century literature and learn about writers of different genres such as Poe. Students are also exposed to GCSE level short stories and continue their development of critical thinking as well as the ability to comment on authorial intent and method. Students are exposed to a new form of writing and invited to consider the reasons why this is influential. Students are also introduced to the concept of structure (as the most difficult GCSE question) and its effectiveness in readiness for the continuation of this through Y8 schemes. Assessments have a language focus similar to those in the GCSE papers.			



<b>Wider Curriculum</b>			
<b>Literacy</b> Reading and Writing skills Understanding and using sophisticated vocabulary Story structure	<b>Numeracy</b> Freytag's pyramid Bar Charts Frequency Probability/Predictions Tension graphs	<b>British Values</b> Responsibility Democracy Law Respect Tolerance	<b>Employability</b> Collaborating Understanding Critical Thinking Evaluating Reflecting
<b>SMSC</b> Understanding character Developing personal views Understanding views of others Being creative and imaginative	<b>Cultural Capital</b> Gender perspective Morality and choice Subversion Social and political settings War Social Expectations	<b>Character Education</b> Participation Leadership Peer support Critical Thinking Empathy	<b>Personal Development</b> Reflection Autonomy Reasoning Teamwork Debate