

Year 6 into 7

With year 6 students missing some critical SATs preparation, we are aware there are areas of Literacy that they may not have covered in as much detail as they could. We know that many aspects of the Literature course differ greatly from Literacy as covered at KS2, but the fundamentals of writing for different audiences and purposes, the use of different punctuation, sentences and grammar constructions, as well as making inferences and finding evidence for ideas continues from one key stage to another. These things will be covered throughout KS3, and before each writing or reading task, we build up the skills in sections and steps to enable students to develop an element of mastery over their writing and analysis.

For those that are still struggling to stay in step with the rest of their class, we will be scaffolding, setting homework to target specific skills and allocating additional curriculum time for literacy, as appropriate. There will be an ongoing dialogue between the class teachers and the Head of Key Stage 3 English to ensure we are aware of who may need any further targeted intervention.

[English] - Year 7 Unit Autumn 1 and 2– The Novel (14 weeks)

What are we learning?	What knowledge, understanding and skills will we gain? ⁱ	What does mastery look like? ⁱⁱ	How does this build on prior learning? ⁱⁱⁱ	What additional resources are available?
<p>How a novel is structured; how themes are controlled in novels; narrative patterns and tools; setting novels in context; characterisation; genre and purpose</p>	<p>Knowledge: writing techniques used to produce settings; linear and non-linear narrative structures; methods used to present characterisation; how to analyse language methods; social and historical contextual factors surrounding novels; genres and sub-genres; what a theme is</p> <p>Understanding: the purpose and understanding of how to employ narrative techniques; understanding the purpose of texts; why different structural patterns exist between novels; what characterisation is; how to analyse specific methods using SQuAD; how contextual factors affect our interpretation of texts; how to identify a specific genre or sub-genre; how themes are woven through novels</p> <p>Skills: Exploding quotations; creating SQUAD paragraphs of analysis; writing essays;</p>	<ul style="list-style-type: none"> • The ability to closely analyse the use of language to present characterisation or setting in a novel in the form of an essay • The ability to trace and comment on the significance of key themes within a novel in the form of an essay • The ability to identify and comment on structural techniques used in a novel in the form of an essay • The ability to link ideas in a novel to their wider social/historical context in the form of an essay 	<p>KS2 skills built upon:</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Discuss and evaluate how authors use 	<p>BBC Bitesize:</p> <p>Fiction Writing https://www.bbc.co.uk/bitesize/topics/zn8tkmn</p> <p>Reading Skills https://www.bbc.co.uk/bitesize/topics/zs8nv4j</p> <p>Creative writing skills https://www.bbc.co.uk/bitesize/topics/zywfbk7</p> <p>Novels that shaped our world (example link, but in a series:) https://www.bbc.co.uk/programmes/m000b8mh</p>

	<p>self-assessment; editing; proof-checking; close reading of texts; tracing themes or motifs in texts; making comparisons between texts and within texts; identifying narrative techniques</p>		<p>language, including figurative language, considering the impact on the reader.</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning. • Provide reasoned justifications for views. <p>Year 7: Exploding quotations SQUAD paragraphs</p>	
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Curriculum Unit Overview: Gothic Literature (6 weeks)

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Students will be exposed to a range of 19th, 20th and 21st century texts and moving images, to solidify students' awareness and understanding of</p>	<p>Knowledge: What is gothic/gothic horror; its influences on 19th century architecture, literature authors and texts; the different ways writers use structures to fulfil the demands of the genre as well as an opportunity for students to look at how</p>	<ul style="list-style-type: none"> • An ability to select quotations and other textual detail to support ideas • An ability to use gothic genre conventions to create their own atmosphere, settings, characters, plots in 	<ul style="list-style-type: none"> • KS2: <i>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> • Identify and discuss themes and conventions in and across a wide range of writing 	<p>Booklet compilation of gothic texts</p> <p>Gothic Knowledge Organiser</p> <p>Compilation of movie trailers: (Twilight, Charlie and the Chocolate Factory Johnny Depp version, Red Riding Hood 2011 film)</p>

<p>the idea and the related conventions which characterise the gothic genre.</p>	<p>directors present the conventions in moving images.</p> <p><u>Understanding:</u> How are settings, atmosphere, characters, plots, and tension created within gothic texts and how to use these within their own writing</p> <p><u>Skills:</u> Connecting gothic genre conventions across texts and across time. Learning to explode quotations. Developing analysis, exploration, and commentary through SQUADS/PEEs.</p>	<p>their own gothic descriptions and gothic story</p> <ul style="list-style-type: none"> • Engaging with writers' intentions through the language and structural choices within their writings. • Begin to develop their ability to evaluate and make judgements 	<ul style="list-style-type: none"> • <i>using further organisational and presentational devices to structure text and to guide the reader</i> • <i>making comparisons within and across books</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> 	<p>Library reading lists on Gothic stories</p> <p>The British Library: https://www.bl.uk/romantics-and-victorians/themes/the-gothic</p> <p>Kiddle: https://kids.kiddle.co/Gothic_fiction</p> <p>Project Guttenberg Gothic Bookshelf (free ebooks) https://www.gutenberg.org/wiki/Gothic_Fiction_(Bookshelf)</p>
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English – Year 7 Unit: Greek Myths (6 weeks)

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p align="center">Greek Myths</p>	<p>Knowledge about Greek Myths These include: Prometheus and Pandora; Perseus and Medusa; Heracles and the Twelve Labours; Theseus and the Minotaur; Daedalus and Icarus; Persephone; Orpheus and Eurydice; Achilles and the Trojan War; Echo and Narcissus and Archne. Subject terminology such as: structural features.</p> <p>Understanding of how the themes of wrath, revenge, sorrow, heroism, guilt, cruelty, hope, bravery, power, skill, pride and conflict have changed over time. The cultural capital to be able to recognize how these myths are still prevalent in today's literature and society.</p> <p>Skills: To be able to evaluate and question moral and ethical dilemmas in the stories, recall and build schema; to skim and scan for information; to analyse the writer's use of language at word, sentence and within its context.</p>	<ul style="list-style-type: none"> Using a range of relevant textual details. Clear and accurate use of subject terminology. Clear comments on the effects of language/structure. Clear evaluation of the writer's methods. Clear comparison of the writer's methods. 	<p>Our Science-Fiction unit works on consolidating and building upon the writing skills learned at Key Stage 2, looking at writing Non-Fiction Texts.</p> <p>The Greek Myths Unit is therefore sequenced afterwards to strengthen and consolidate reading skills too.</p> <p>Students will have previously studied a novel, so will be familiar with looking at structure across a wider piece of fiction but will now think about structural elements in short stories.</p> <p>Comparison between the writer's methods is a skill we have visited in the Gothic Unit, so we expect students to be more secure in their comparisons.</p>	<p>Further Reading/ Supplementary Texts:</p> <p>Poetry</p> <ul style="list-style-type: none"> <i>Musee de Beaux Arts</i> by W.H Auden <i>Ulysess</i> by Afred Lord Tennyson <i>Orpheus</i> by Shakespeare and <i>Eurydice to Orpheus</i> by Robert Browning Carol Ann Duffy's '<i>The World's Wife</i>' (Select poems carefully! Check for suitability!) <p>Novels</p> <ul style="list-style-type: none"> <i>Skellig</i> by David Almond <i>His Dark Materials trilogy</i> by Phillip Pullman <i>The Lightning Thief</i> by Rick Riordan and all other <i>Percy Jackson and the Olympians</i> books <i>Goddess Test series</i> by Aimee Carter <i>Starcrossed series</i> by Josephine Angelini <i>Goddess Girls series</i> by Joan Holub <i>Daughters of Zeus series</i> by Kaitlin Bevis <i>Troy</i> by Adele Geras <i>The Children's Homer</i> by Padraic Colum

To be able: to choose effective quotations; to understand and apply new subject terms; to self-evaluate reading skills; to compare characters; to justify opinions; to critically evaluate opinions; to analyse the writer's structural choices.

Reading is the main focus for this topic, however, teachers should integrate writing tasks alongside these to maintain and develop Year 7's:
ability to use a range of punctuation, vocabulary, sentence structures and well sequenced paragraphs effectively.

- *Tales from the Odyssey* by Mary Pope Osborne
- *The Pegasus Series* by Kate O Hearn

English - Year 9 Dystopian Fiction (5 weeks)

What are we learning?	What knowledge, understanding and skills will we gain? ¹	What does mastery look like? ²	How does this build on prior learning? ³	What additional resources are available?
<p>Students will explore a range of 19th, 20th and 21st century fiction and moving images around the theme of dystopia.</p>	<p>Knowledge: What is dystopian fiction; the conventions which characterise dystopian fiction; structure of dystopian fiction; the duality/juxtaposition of utopia and dystopia; the different ways writers use language within different time periods (19th, 20th and 21st century); opportunities for students to look at how directors present the conventions in moving images – film trailers, film</p> <p>Understanding: How language is used to create an atmosphere of tension or suspense; how context shapes different perceptions and descriptions of settings, characters and events; how to manipulate language and structure to create specific effects based on stylistic techniques learnt from texts read which they then exploit in their own original responses</p>	<ul style="list-style-type: none"> • An ability to analyse the language and structural choices writers make within their texts • An understanding of how to play with language and techniques to create specific effects • An ability to select examples of language and techniques that create specific effects and explore them, linking to the effects the writer was trying to create • The ability to write an evaluative media-type essay response 	<ul style="list-style-type: none"> • Year 7: SQUAD paragraphs • Exploding quotations via the selection of judicious quotes and textual detail • Year 7 Gothic fiction, sci-fi and the study of camera angles • Year 8 Adventure and Suspense, study of extract and close language study • KS3 – novel study across all three year groups 	<ul style="list-style-type: none"> • Dystopian Booklet. • Dystopia Knowledge Organiser. • Library reading list • Short Dystopian stories to read as ebooks: https://www.bustle.com/p/11-dystopian-short-stories-you-can-read-online-right-now-9677998 • British Library: https://www.bl.uk/20th-century-literature/themes/visions-of-the-future

<p>Skills: Exploding quotations; creating SQUAD paragraphs of analysis; comparison of connecting ideas across texts; writing using a range of techniques to create specific effects. producing an analytical and evaluative essay response on a dystopian body of work – dystopian film</p>			
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[English] - Year 7 Unit: Sherlock Holmes and the Limehouse Horror (6 weeks)

What are we learning?	What knowledge, understanding and skills will we gain? ¹	What does mastery look like? ²	How does this build on prior learning? ³	What additional resources are available?
<p>An introduction to Sherlock Holmes and Watson as characters, and the genre of detective fiction, through the study of Sherlock Holmes and the Limehouse Horror – a play by Philip Pullman</p>	<p>Knowledge: Who Sherlock Holmes and Watson are; Some elements of Victorian England, including the role of women, charity and the police; what elements are involved in staging; functions of sentences; different modes of communication and how plays fit into this; the conventions of the detective fiction genre Understanding: How staging is used to affect the audience; How context can affect the reading of a text; How texts</p>	<ul style="list-style-type: none"> • An understanding of the detective fiction genre and where the stories of Sherlock Holmes fall within this • An ability to link some features of context to the ideas and language used within a text • An appreciation of how a play script differs from a novel and how to explore this form 	<ul style="list-style-type: none"> • KS2: <i>making comparisons within and across books</i> • <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> • <i>making comparisons within and across books</i> • <i>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i> 	<p>Sherlock Holmes short stories: http://www.gutenberg.org/ebooks/1661</p> <p>Sherlock Holmes recommended reading lists on the Library links</p> <p>Sherlock Holmes at the British Library (bl.uk)</p> <p>https://www.arthurconandoyle.com/index.html</p>

	<p>reflect the society they are written about</p> <p>Skills: Exploding quotations; creating SQUAD paragraphs of analysis; comparing ideas within a text to track development; linking texts to their contexts; translating stage directions into action to reflect ideas within a text</p>		<ul style="list-style-type: none"> • Year 7: SQUAD paragraphs • Exploding quotations • Links to Gothic scheme of work and the conventions used within it. • Links to drama lessons and the creation of a character through movement and voice 	
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ⁱ **Knowledge** refers to information or awareness gained through experience or **education**. It is the **facts** we are taught. **Understanding** is when the facts/knowledge are placed into a wider context, such as realizing the intended meaning or cause.

ⁱⁱ **Mastery** keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which learners work through in a series of sequential steps and must demonstrate a high level of success, typically about 80%.

ⁱⁱⁱ Links to **prior learning** in previous years and key stages, where appropriate. What is in the KS2 national curriculum or what is taught at KS4?