

English

National Curriculum Programme of Study

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature, through widespread reading for enjoyment. The national curriculum for English also aims to ensure that all pupils:

- read easily, fluently and with good understanding;*
- develop the habit of reading widely and often, for both pleasure and information;*
- acquire a wide vocabulary , an understanding of linguistic conventions for reading, writing and spoken language;*
- appreciate our rich and varied literary heritage;*
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;*
- should be able to elaborate and explain clearly their understanding and ideas;*
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

Year 7 - Autumn Term

Key Knowledge	Key Skills	Vocabulary
The Gothic		
Pupils will learn: • The key conventions of gothic literature; • The historical background to gothic literature; • How genre conventions are used in pre-1914 texts; • The technique of 'foreshadowing'; • What 'suspense' and 'tension' are and how they are used; • Key literary techniques: description, dialogue, setting, style, perspective, structure • Key features of different character profiles.	Pupils learn how to: • Select quotations effectively from a text to support your viewpoint; • Sequence the plot of challenging texts. • Use models and key gothic texts to write a gothic description; • Develop detailed character profiles studies from gothic texts using quotations as evidence.	furred, foreshortened, vapour, precipitate, compulsion, sallow, prolongation, barbarous, forbidding, riveted, saturnine, latent, incongruity, vigilant, punctual, vehemence, abhorrence, gesticulation, ruminating, treacherous, empire,, supernatural, placidly, amiably, torrent, hospitable, visage, presumptuous, talisman, antimacassar, credulity, simian, prosaic, avaricious, bibulous, furtively, apathy, fusillade, tangible, askance, droning, abbreviated, sturdiness, inflamed, grotesque, custodian, senility, atavistic, gaunt, spectral, subterranean, reticulated, sconce, recess, apprehension, pallid, vigil, gallant, apoplexy, sentinel, impalpable, solitude, tangible, postulated, penumbra, diminution, facetiousness, quivering, vestige, condole
Ghost Stories		
Pupils will learn: • The conventions of traditional ghost stories; • How foreshadowing is used; To understand and comment on writers' use of 'foreshadowing'; • Key literary devices used in ghost stories: suspenseful settings, onomatopoeia, alliteration, simile, metaphor, hyperbole; • Key features of stereotype, archetype and countertype. • To understand how narratives are structured: linear narrative and how this can be subverted. • To use all of the techniques learnt to construct and write an effective ghost story	Pupils learn how to: • Use literary devices to create a suspenseful setting: onomatopoeia, alliteration, simile, metaphor, hyperbole; • Use knowledge of 'foreshadowing' to predict; • Recognise and use literary symbolism. • 'Show not tell' in descriptive writing, suggesting things to the reader through descriptive and figurative language.	antiquary, justly, maces, abstention, omission, evidently, portmanteau, trestle, abstention, visitation, dissipate, interlocutor, subsequent, sojourn, agitated, deprecated, sequestered, shrouded, astir, deliberation, presided, precipitately, yielding, rending, rigour, prolonged, attestation, preternatural, premonition, omniscient, symbolism, protagonist, antagonist, connotations, sprightly, exposition, entrapment, morality, revenant, ominous, exposition, trope.

Year 7 - Spring Term

Key Knowledge	Key Skills	Vocabulary
Development of the English Language		
Pupils will learn: - How and why the English language has changed over time; - What is meant by the term 'poetry' - Definitions and examples of 'epic' poetry; - Definitions and examples of dactylic hexameter; - How dactylic hexameter is used in Homer's <i>The Iliad</i>; - How allegory is used in <i>The Divine Comedy</i>; - What tercets are and how they are used. - How Bob and Wheel is used in <i>Sir Gawain and the Green Knight</i>	Pupils learn how to: - Analyse the use of the English language in key texts over time; - Identify and explain the use of the English language in key texts; - Use quotations to explain how language is used and the effect it creates.	epic poetry, poetic form, metre, syllables, allegory, allusion, Old English, Middle English, Medieval, dactylic hexameter, alliterative verse, courtly love, rhyming couplets, tropes, omniscient narrative, alliteration, assonance, caesura, kenning, metaphor, bob and wheel.
Beowulf and The Canterbury Tales		
Pupils will learn: - Key information about the English writer, Geoffrey Chaucer: life and works; - The impact Chaucer had on the development of the English language; - Names of key 'Canterbury Tales' and the main characters; - What 'character tropes' are and how they apply to 'The Canterbury Tales'; - Key concepts of 'courtly love' and 'chivalry'; - Key poetic techniques used in the epic poem <i>Beowulf</i>; - What 'kennings' are and the effect of its use; - What iambic pentameter is and its impact on language and literature over time; - Key information about Edmund Spenser and the 'Spenserian stanza'.	Pupils learn how to: - Analyse the development of the English language in key texts over time; - Identify the impact of key concepts (eg courtly love / chivalry) in literature over time; - Evidence the key features of characters and tropes; - Explain the impact of key features on creating interesting characters and settings.	chivalric, feudal system, hierarchy, tercets, crude, baldy, ribald, uncouth, iambic pentameter, Spenserian stanza, alexandrine, prose, narrative, catharsis, nuances, genre.

Year 7 - Summer Term

Key Knowledge	Key Skills	Vocabulary
The Tempest		
Pupils will learn: • Key information about the English writer, William Shakespeare: life and work; • Key information about life in the first Elizabethan era; • What colonialism is and how it links to • Key features of theatre in the times of Shakespeare; • Features of the five act play structure: exposition, complication, climax, denouement, resolution; • How and why this structure is used in plays; • How a number of key scenes from 'The Tempest' fit the structure of a Shakespeare play; • Features of a tragedy; • Features of a comedy; • Key themes in the play and how they are developed throughout each part of the structure; • The difference between prose and verse; • How Shakespeare uses setting; • What an 'archetype' is and how Shakespeare uses this in his plays; • How Shakespeare uses iambic pentameter; • What a 'patriarchal society' is and how the characters from the play fit into this structure; • Key facts and features of 'The Seven Ages of Man' speech; • How Shakespeare feels about each 'age'. • What the 'human condition' is in Shakespeare's play: empathy; emotion and consciousness; • What the 'other' (monster) is in society and what this looks like in Shakespeare's play; • How different characters from the play represent different parts of humanity.	Pupils learn how to: • Use evidence from the play to answer key questions; • Form an argument regarding the sympathy the audience feels towards different characters (eg. Caliban).	monstrous, monstrosity, ostracise, archetypes, colonialism, hierarchy, obedience, chastity, degenerate, civilisation, superiority, commodification, soliloquy, theme, trope, iambic pentameter, tragedy, comedy, power, control, patriarchy, dénouement
The Monstrous		
Pupils will learn: • To define the term 'monstrous'; • Key Greek myths which include the 'monstrous' how they fit the form; • The impact of mythology on modern literature;	Pupils learn how to: • Use mythology and the idea of the 'monstrous' to understand and create new characters; • Adapt and improve how ideas	monstrous, alliteration, imagery, rhetorical question, repetition, emotive language, pun, myth, legend,

• How adjectives are used to create meaning; • The role of comparative and superlative adjectives; • The impact of verb choice on the reader; • The impact of using adverbial phrases in different places in the sentence; • The role of conjunctions in chronological writing; • Key features of a non-chronological report; • Key features of diary / journal writing; • Key features of a newspaper report	are expressed using key language devices: adjectives, verbs, adverbial phrases, conjunctions. • Create different text types about 'the monstrous'.	folklore, malformation, aberration, repugnant, barbarous, degenerate, disfigurement, miscreation, behemoth, leviathan, simile, metaphor, non-fiction, conventions, adjective, superlative, comparative
--	---	---

Enrichment

- Weekly spellings
- Reading
- Grammar Activities
- SATs Companion
- Author visits
- Book Reviews
- Theatre Trips
- Library