

## Rainford High School – Department: English

	Year 7 Curriculum					
	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
<b>Topic</b>	Modern Novel Study: <i>The Graveyard Book</i>	Modern Novel Study: <i>The Graveyard Book</i>  Pre-1914 Novel: <i>Journey to the Centre of the Earth</i>	Pre-1914 Novel: <i>Journey to the Centre of the Earth</i>	Short stories: Gothic Literature	Poetry: Different Cultures	Shakespeare: <i>Macbeth</i>
<b>Essential knowledge, skills and understanding</b>	<p><i>The Graveyard Book</i>:</p> <ul style="list-style-type: none"> <li>- Contextual information (author, background, Gothic genre)</li> <li>- Exploration of narrative</li> <li>- Analysis of characterisation</li> <li>- Inference, deduction and language analysis</li> <li>- Themes (growth, maturity, family)</li> <li>- Use of Tier 2 vocabulary (ideas of analysis)</li> </ul>	<p><i>The Graveyard Book</i>:</p> <ul style="list-style-type: none"> <li>- Varying sentence structures</li> <li>- Using language to create specific effects</li> <li>- Writing for audience and purpose</li> <li>- Tier 2 vocabulary for task and genre</li> </ul> <p><i>Journey to the Centre of the Earth</i>:</p> <ul style="list-style-type: none"> <li>- Contextual information (author, background,</li> </ul>	<p><i>Journey to the Centre of the Earth</i>:</p> <ul style="list-style-type: none"> <li>- Exploration of narrative</li> <li>- Inference, deduction and language analysis</li> <li>- Themes (man vs nature, scientific discovery, survival)</li> <li>- Use of Tier 2 vocabulary (ideas of analysis)</li> <li>- Use of Tier 3 vocabulary (subject terminology)</li> </ul>	<p><i>Gothic Literature</i>:</p> <ul style="list-style-type: none"> <li>- Contextual information (authors, Gothic genre, supernatural)</li> <li>- Exploration of narratives</li> <li>- Analysis of whole text structure</li> <li>- Themes (isolation, revenge, guilt)</li> <li>- Use of Tier 2 vocabulary (ideas of analysis)</li> <li>- Use of Tier 3 vocabulary</li> </ul>	<p><i>Poetry from Different Cultures</i>:</p> <ul style="list-style-type: none"> <li>- Contextual information (poets, background)</li> <li>- Exploration of messages and viewpoints</li> <li>- Analysis of literary methods</li> <li>- Themes (poverty, racism, identity)</li> <li>- Use of Tier 2 vocabulary (ideas of analysis)</li> <li>- Use of Tier 3 vocabulary (subject terminology)</li> </ul>	<p><i>Macbeth</i>:</p> <ul style="list-style-type: none"> <li>- Contextual information (Shakespeare, Jacobean society, witchcraft)</li> <li>- Exploration of narrative</li> <li>- Analysis of characterisation</li> <li>- Inference and deduction</li> <li>- Analysis of literary methods</li> <li>- Themes (ambition, loyalty, guilt)</li> <li>- Use of Tier 2 vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>- Use of Tier 3 vocabulary (subject terminology)</li> </ul>	<p>adventure genre)</p> <ul style="list-style-type: none"> <li>- Exploration of narrative</li> <li>- Analysis of characterisation</li> <li>- Inference, deduction and language analysis</li> <li>- Themes (man vs nature, scientific discovery, survival)</li> <li>- Use of Tier 2 vocabulary (ideas of analysis)</li> <li>- Use of Tier 3 vocabulary (subject terminology)</li> </ul>	<ul style="list-style-type: none"> <li>- Direct and indirect characterisation</li> <li>- Direct and indirect speech</li> <li>- Whole text structure</li> <li>- Use of Tier 2 vocabulary for task and genre</li> <li>- Oracy and drama skills</li> </ul>	<p>(subject terminology)</p> <ul style="list-style-type: none"> <li>- Using language to create interesting imagery</li> <li>- Developing paragraph structures</li> <li>- Use of Tier 2 vocabulary for task and genre</li> </ul>	<ul style="list-style-type: none"> <li>- Using language for rhetorical effects</li> <li>- Developing whole text structure</li> <li>- Adapting language for audience and purpose</li> <li>- Use of Tier 2 vocabulary for task and genre</li> </ul>	<p>(ideas of analysis)</p> <ul style="list-style-type: none"> <li>- Use of Tier 3 vocabulary (subject terminology)</li> <li>- Using language for rhetorical effects</li> <li>- Establishing whole text writing structures</li> <li>- Adapting language for audience and purpose</li> <li>- Use of Tier 2 vocabulary for task and genre</li> <li>- Oracy and drama skills</li> </ul>
<p><b>Assessments and assessment focus</b></p>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <i>The Graveyard Book</i>: reading comprehension with focus on inference and deduction</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organisers</li> <li>- <i>The Graveyard Book</i>: book review</li> <li>- <i>Journey to the Centre of the</i></li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <i>Journey to the Centre of the Earth</i>: presentation of a news report about the</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <i>Gothic Literature</i>: analysis of how a writer structures a text to interest the reader</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <i>Different Cultures Poetry</i>: analysis of a poem</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieval testing of knowledge organiser</li> <li>- <b>Assessment Window 2</b> <i>Macbeth</i>: analysis of Lady Macbeth in an</li> </ul>

	<ul style="list-style-type: none"> <li>- <i>The Graveyard Book</i>: reading comprehension with focus on language analysis</li> </ul>	<p><i>Earth</i>: reading comprehension with focus on inference and deduction and language analysis</p>	<p>journey to the centre of the earth</p> <ul style="list-style-type: none"> <li>- <b><u>Assessment Window 1</u></b> <i>Journey to the Centre of the Earth</i>: chronological narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Gothic Literature</i>: chronological descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Different Cultures Poetry</i>: persuasive speech writing</li> </ul>	<p>extract from the text</p> <ul style="list-style-type: none"> <li>- <i>Macbeth</i>: presentation of a news report including an interview between a reporter and King Malcolm</li> </ul>
--	--	--	--	---	---	---