

Year 7 Shakespeare

National Curriculum - Meet the requirements of the National Curriculum	Knowledge	Flourishing Citizens - Enable students to understand themselves; manage themselves and value themselves and others - Enable students to make sound and considered decisions using their knowledge and understanding of a wide range of subjects	Cross Curricular Enable students to make meaningful connections between the subjects they learn and to apply their knowledge in a range of contexts	Vocabulary Development - Furnish students with the language they need to articulate their ideas, develop their understanding across all subjects and communicate successfully in and beyond school through reading across all subjects	Cultural Capital - Take students beyond their own experience and enhance their understanding of the world - Enable students to see the real life applications of their subject knowledge and skills	Opportunities for Success - Enable students to experience success, recognise their achievements and maximise their potential
Reading - Read increasingly challenging material (Two Shakespeare plays) - learning new vocabulary, relating it explicitly to known vocabulary - knowing the audience for and context of the writing and drawing on this knowledge to support comprehension - knowing how language, including figurative language, vocabulary choice, grammar, text structure presents meaning Speaking and Listening - understanding how the work of dramatists is communicated effectively through performance - improvising, rehearsing and performing play scripts using volume, silence, stillness and action to add impact.	- Contextual knowledge of the Elizabethan / Jacobean era - Knowledge of how men and women were viewed in this era - Know the plot of and main characters from one Shakespeare play - Know how to explain key language features using PEE chains - Knowledge of the Globe Theatre	- Explore a range of healthy and unhealthy relationships (family, friendship and romantic) - Explore and understand emotions linked to rejection & reactions to this - To explore the position of women and men in society and the history of ideas about gender - Explore and define own definitions of gender	History – Elizabeth I and Tudor England Geography – Greece PSHCE – seeing how others manage their emotions Romeo and Juliet in Year 9 (relationships, rejection, gender) Tempest, Macbeth, Much Ado at GCSE (gender, relationships, marriage, rejection)	- Extracts from the play - Newspaper articles - Literary Criticism - Trace the development and origins of English language	- Intro to Shakespeare, life and beliefs, 16/17 th cent history & culture - Watch various interpretations of the chosen Shakespeare play - Read 21 st Century newspaper articles on themes from the text – gender, arranged marriage - Visit to a theatre to see a play being performed.	-Homework tasks -Comparative and/or analytical paragraphs/essays -Formative reading and writing opportunities -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion -Development of understanding of historical and cultural context -Dramatic performance -Speaking and listening opportunities

Year 7 Modern Novel

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Reading - reading a wide range of Contemporary texts - learning new vocabulary, relating it to known vocabulary - making inferences and referring to evidence in the text - knowing how language, including figurative language, vocabulary choice presents meaning - develop an appreciation and love of reading, and read increasingly challenging material -studying setting, plot, and characterisation Speaking and Listening - participate in structured discussions, summarising and/or building on what has been said.	- Know how to source evidence in a text - Know how to explain the language choices in a text - Know how others have faced and responded to the challenges	- To explore relevant issues in today's society - to understand and celebrate difference - to understand what makes up a person's identity - to appreciate how being different can affect individuals - to consider various responses to encountering difference - to understand the importance of hobbies	History – refugees across time PSHE – Geography – knowledge of French MFL – importance of languages English – GCSE poetry	- key language explicitly taught - Newspaper articles - Literary Criticism - Trace the development and origins of English language	- NiddVenture links (tent building, bike maintenance) - banking, money, bank-crashes - hobbies and well being To understand and appreciate the right to refuge and experience of refugees	-Homework tasks -Comparative and/or analytical paragraphs/essays -Formative reading and writing opportunities -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion -Development of understanding of historical and cultural context -Dramatic performance -Speaking and listening opportunities

Year 7 Men and Women in Poems

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Reading - reading a wide range of poems with a wide coverage historical periods, forms and authors. The range will include high-quality works both pre-1914 and contemporary - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing how language, including figurative language, vocabulary choice presents meaning	- Know how to identify and comment on poetic techniques. - Know how to use poetic techniques in their own poetry - Know the roles men and women have been given historically in poetry and how this has contributed to development of stereotypes.	- To explore the position of women and men in society and the history of ideas about gender - Explore and define own definitions of gender - Explore ideas about male heroism - explore ideas about madness - explore ideas about superstition and curses	History – Victorian England Jane Eyre – entrapment of women Representation of male heroes Curses and superstition in Blood Brothers	- Extracts from the poem - key language explicitly taught - Newspaper articles - Literary Criticism - Trace the development and origins of English language	- Understand key concepts central to Victorian England - science and religion in Victorian England and the impact of Darwinsim	-Homework tasks -Comparative and/or analytical paragraphs/essays -Formative reading and writing opportunities -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion -Development of understanding of historical and cultural context -Dramatic performance -Speaking and listening opportunities

Year 7 Travel Writing

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<p>Reading - reading a wide range of Text types</p> <p>Writing writing for a wide range of purposes and audiences - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p> <p>Speaking and Listening - participate in structured discussions, summarising and/or building on what has been said.</p>	<ul style="list-style-type: none"> - Knowledge of basic persuasive features and language - Knowledge of world-wide opportunities for travel - To know how to write for different audiences and text types 	<ul style="list-style-type: none"> - presentation of travel and holidays on social media and in writing - the role of travel in personal growth - enable students to consider moral implications of travel (environment, social, tourism industry) - consider difficulties with travel and the implications of monetary barriers. 	Geography Media GCSE English Language MFL	Place names Media Terminology	<ul style="list-style-type: none"> - allow students to explore a variety of holiday destinations and types - allow students to explore the role of travel in personal development - enable students to consider the real life implications of travel (cost, global warming, planning) 	<ul style="list-style-type: none"> -Homework tasks -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion -Speaking and listening opportunities

Year 7 Magazine project

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Reading - reading a wide range of Text types Writing writing for a wide range of purposes and audiences - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness Speaking and Listening - speak confidently and effectively in a group	- Know the media terminology for magazines - Know the key features of the writing forms interviews, articles, adverts and front covers	- principles of advertising, - use of models and the impact on young people, - impact of adverts suggesting the ideal lifestyle on young people, - bandwagon advertising and impact on young people, - emotional manipulation in adverts, -Maslow’s hierarchy of needs and relation to young people	Magazine article form utilised in a range of other subjects BTEC Creative Media	- explore puns and dual meanings to words and how these can be manipulated for entertainment - key media terminology explicitly taught - technical jargon linked to chosen niche magazine focus required	- to consider the work opportunities within the print media sector - To understand how magazine and advertising makes money - To understand audience profiling and niche markets - use of real life magazine across a range of genres and hobbies - understanding of how bias and manipulation might be used within journalism	-Homework tasks -Class discussion, including sharing of personal experiences -Paired classwork -Small group and class discussion -Speaking and listening opportunities - production of a high quality magazine