

Year 7: Curriculum Intent		
The English department aims to provide students with a challenging and diverse curriculum that embeds conceptual level thinking throughout our thematic approach. We are committed to inspiring our students to use their study of reading and writing as a stimulus to question the big ideas and societal issues in the world around them. The Yr 7 ‘Big Philosophical and Thematic’ question is: ‘How do stories of myths and magic help us to understand the world around us?’ For reading, students will study two novels of ‘The Girl of Ink and Stars’ and ‘Uncle Montague’s Tales of Terror’, Shakespeare’s ‘The Tempest’, a selection of poetry on Greek myths, and a range of non-fiction articles, all which allow students to make intertextual links and connect knowledge of the universal allusions to myths and magic across our literary heritage. Students will understand how myths and magic were historical tools to explore and comprehend the world, understanding the implication and impact of this still today. Students will be secure in their understanding of how myths and magic affect our literary heritage and pave way to future literary works. For writing, students will study Greek mythology and its allusions in fiction writing. Students will understand how fiction texts across the literary canon are inspired by the personification and imagery linked to Greek mythology. Students will be able to select and integrate extensive and ambitious vocabulary that are chosen specifically to personify the weather, will develop their ability to manipulate figurative language devices to create specific imagery for their reader and to use a variety of structural features to build up the imagery and effect of their description. Students will draw on their reading curriculum to inspire their own writing.		
Year 7 Essential Knowledge Summary		
Schemata 1: The Girl of Ink and Stars	Schemata 2: Uncle Montague’s Tales of Terror	Schemata 3: Greek mythology throughout literature
Composite Knowledge: Pupils will gain an understanding of how we make inferences and predictions in a text. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the text - Definition of symbolism and inference - Role of stars and what they represent in the world - How maps change over time and can define a person’s identity Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples Upper Hierarchical Knowledge: - The concept of fate and destiny and how beliefs in these are rooted in stars - The concept of identity linked to geographical maps - Sacrifice and its role in relationships - Tyrannical power	Composite Knowledge: Pupils will gain an understanding of how writers make language or structural choices to achieve specific effect. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the stories - Gothic genre conventions - Word classes and figurative language features: similes; metaphors; personification; alliteration - The role of the supernatural in gothic fiction Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples - Identify word classes, language features and structural choices accurately - Write about what these features suggest and what their effects are Upper Hierarchical Knowledge: - The concept of fate and destiny and its role in gothic genre - Greek and Celtic mythology of the underworld - Symbolism of ravens as a gothic archetype	Composite Knowledge: Pupils will gain an understanding of how writers are inspired by Greek mythology and how they make language or structural choices to achieve specific effects Component Knowledge: Foundational Knowledge: Declarative Knowledge: 12 Olympians - How the Greeks used mythology to understand the world around them - Allusions to Greek mythology throughout literature - Greek mythology conventions in literature - Word classes and figurative language features: similes; metaphors; personification; alliteration Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples - Identify word classes, language features and structural choices accurately - Write about what these features suggest and what their effects are Upper Hierarchical Knowledge: - The concept of fate and destiny within Greek mythology - Symbolism and metaphors of weather
Schemata 4: Greek mythology and descriptive writing		Schemata 5: The Tempest
Composite Knowledge: Pupils will gain an understanding of how to allude to Greek mythology when personifying the weather and setting, creating characters and establishing a mood in descriptive writing. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Identify personification in descriptive writing - Define and identify pathetic fallacy - Identify and apply figurative language features: similes; metaphors; personification; alliteration - How writers build tension in gothic and Greek mythology fiction - Use a full range of punctuation accurately - Use simple, compound and complex sentences accurately Procedural Knowledge: - Make specific choices with vocabulary, punctuation, sentence structure and figurative language to create imagery - Use personification and pathetic fallacy to allude to Greek mythology - Apply genre conventions to create mood Upper Hierarchical Knowledge: ___ Use genre conventions to establish tone and narrative voice ___ Use a variety of structural features for cohesion		Composite Knowledge: Pupils will gain a critical appreciation of how writers are influenced by social and historical contexts and use their plot and characters as constructs to convey an allegorical message. Component Knowledge: Foundational Knowledge: Declarative Knowledge: - Plot, character and themes of the text - Definition of colonialism and symbolism - Context of colonialism and beliefs in magic in Shakespearean England - Great Chain of Being Procedural Knowledge: - Use comprehension to make accurate predictions of plot and character development - Understand how characters and themes are presented and identify specific examples - Make accurate inferences based on these examples - Identify word classes, language features and structural choices accurately - Write about what these features suggest and what their effects are - Articulate why plot, characters and themes develop over a text and how these reveal deeper meanings Upper Hierarchical Knowledge: - Concepts of revenge in abuse of power - Role of justice and forgiveness - The importance to recognise the complexity of historical contexts and how we can learn from them in present day
Year 7 Final Composite Knowledge End Point		
- The plot of all texts covered: The Girl of Ink and Stars; Uncle Montague’s Tales of Terror; The Tempest - Genre conventions and archetypes for mythical/fantasy fiction and gothic fiction 12 Olympians and their role in understanding history and literature over time - Context of colonialism and the Great Chain of Being - Use of comprehension to articulate predictions and make accurate inferences - Analyse language or structural choices and what they suggest, exploring their effects - Articulate why writers develop plot, characters and themes over a text and how this reveals a deeper meaning - Role of symbolism across various forms of literature - Concepts of fate and destiny, identity, vengeance and abuse of power, and how these are universal across literature - The history of myths and magic and how literature across the ages constantly alludes to these themes - Make thoughtful connections between the concepts and their role in stories of myths and magic		

