

# Long Term Plan - Y7 English Language and Literature:

Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1	Term 3 - Summer 2
<b>Myths and Legends</b> <b>Areas of study:</b> <ul style="list-style-type: none"> <li>• Difference between Myths and Legends</li> <li>• Explore the origins of storytelling and the importance of oracy</li> <li>• Exploration of poetry</li> <li>• Exploration of the "Unheard Voice" in myths and legends.</li> <li>• Ingredients of myths</li> <li>• Exploration of Greek Myths (e.g. Odysseus, Icarus, Glaucus and Scylla)</li> <li>• Exploration of Legends (e.g. Boudicca, Lagertha)</li> <li>• Creation of own myth/ legend</li> <li>• Exploration of the key ingredients of effective creative writing.</li> </ul> <b>Key Skills Language:</b> <ul style="list-style-type: none"> <li>• Focus on establishing character archetypes</li> <li>• Show, don't tel</li> <li>• Paragraph construction</li> <li>• Expanded noun phrases</li> <li>• Accuracy with punctuation</li> <li>• Writing to describe and story writing skills</li> <li>• Addressing misconceptions in creative writing e.g. length vs linguistic richness</li> </ul>	<b>Chaucer's Journey</b> <b>Areas of study:</b> <ul style="list-style-type: none"> <li>• Exploring the origins of the English language.</li> <li>• Understanding the evolution of language.</li> <li>• Examination Chaucer's significant impact on the written word</li> <li>• Exploring what life in mediaeval England was like?</li> <li>• Exploration of some of the key characters in 'The Canterbury Tales'</li> <li>• Examination of how the character are presented and their impact on our culture</li> </ul> <b>Key Skills Language/Literature:</b> <ul style="list-style-type: none"> <li>• MEE paragraphs</li> <li>• Critical evaluation</li> <li>• Key extracts re/visited to develop close reading skills</li> <li>• Characterisation</li> <li>• Key attitudes and issues expressed within the language</li> <li>• Narrative style and viewpoint</li> <li>• Middle ages context and setting</li> </ul>	<b>Introduction to Non-Fiction</b> <b>Areas of study:</b> <ul style="list-style-type: none"> <li>• Exploring the difference between Fact and Opinion</li> <li>• Identifying newspaper components and their roles</li> <li>• Examining Bias and Objectivity</li> <li>• Exploring different viewpoints and the methods writers employ</li> <li>• Students should be encouraged to use the MEE acronym when analysing text</li> <li>• Exploring how to write to a specific format, audience and purpose.</li> </ul> <b>Key Skills Language:</b> <ul style="list-style-type: none"> <li>• Analytical Paragraphs</li> <li>• Selecting and synthesising evidence</li> <li>• Understanding implicit and explicit information; analysing hidden meanings</li> <li>• Understanding what is meant by 'critical evaluation' and to apply this skill to two texts</li> <li>• To write creatively and clearly, using a range of ambitious vocabulary</li> </ul>	<b>Introduction to Poetry</b> <b>Areas of study:</b> <ul style="list-style-type: none"> <li>• Examination of why poetry is different to prose</li> <li>• Exploration of different forms of poetry</li> <li>• Rhyme and rhythm and their impact</li> <li>• Poetic terminology and its significance</li> <li>• Examination of poems of poems from across time</li> <li>• Explore messages in poem and how writers convey them</li> </ul> <b>Key Skills Literature/Language:</b> <ul style="list-style-type: none"> <li>• Close reading of poems and ideas</li> <li>• Content/theme</li> <li>• Structure and form</li> <li>• Writer's craft</li> <li>• Setting and atmosphere</li> <li>• Attitudes expressed through language use <ul style="list-style-type: none"> <li>• MEE paragraphs</li> <li>• Critical evaluation</li> </ul> </li> </ul>	<b>Short Stories (Reading for Meaning)</b> <b>Areas of study</b> <ul style="list-style-type: none"> <li>• Comprehension activities</li> <li>• Exploring different language features and their impact</li> <li>• Examination of structure and how it can impact meaning?</li> <li>• Investigating significance of viewpoints.</li> <li>• To analyse language with scrutiny and be able to justify textual selections in an argument</li> <li>• To review creative writing skills</li> <li>• Exploring different structures for writing</li> <li>• Using vocabulary effectively</li> </ul> <b>Key skills</b> <ul style="list-style-type: none"> <li>• Analytical Paragraphs</li> <li>• Understand what is meant by 'critical evaluation' and apply this skill in analysis</li> <li>• Choosing judicious quotations</li> <li>• To revise creative writing approaches</li> </ul>	<b>Novel Study: Treasure Island</b> <b>Area of study</b> <ul style="list-style-type: none"> <li>• To explore the difference between connotation and denotation</li> <li>• To examine the impact between explicit and implicit meaning</li> <li>• Understanding character archetypes and be able to articulate why they are used</li> <li>• Examining the structures used in novels (foreshadowing/flashbacks)</li> <li>• Investigating empathy and understanding character's feelings</li> <li>• Exploring the development of characters</li> <li>• Allusions to myths/legends</li> </ul> <b>Key Skills Language:</b> <ul style="list-style-type: none"> <li>• Focus on establishing character archetypes</li> <li>• Show, don't tel</li> <li>• Paragraph construction</li> <li>• Expanded noun phrases</li> <li>• Accuracy with punctuation</li> <li>• Writing to describe and story writing skills</li> <li>• Addressing misconceptions in creative writing e.g. length vs linguistic richness</li> </ul>

<b>End of Unit Assessment:</b> Using your knowledge of the conventions of myths and legends from across different eras, <b>create your own myth</b> .  You can choose to set it in modern or ancient times.  (Lang AO5/AO6)	<b>End of Unit Assessment:</b> How does Chaucer present three of the key characters in 'The Canterbury Tales'.  (Lit AO1/AO2/AO3/AO4)	<b>End of Unit Assessment:</b> Comparative question assessing AO3  Compare how the writers present the different views on a similar topic.  (Lang: AO1/AO3)	<b>End of Unit Assessment:</b> Unseen Poetry assessment: How does Kipling explore the theme of growing up in 'If'? You need to comment on: -The writer's use of language -The organisation of the poem  (Lit AO1/AO2)	<b>End of Unit Assessment</b> Inference and evaluation skills based on an extract  How does the writer use language/structure for a particular effect?  (Lang: AO1/AO2/AO4)	<b>End of unit assessment</b> Character study: How does the author present the character _____ in chosen extracts from your novel?  (Lang:AO1/AO2/AO4)
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<b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Encouraging the skills needed to develop interesting structures and sentence forms in creative writing.	<b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Exploration of the themes within each tale and the General Prologue will provide many opportunities for higher level discussion and analysis. AOs differentiate by question and the higher mark questions naturally stretch the top end.	<b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Students will be challenged on their own individual areas of weakness through targeted FAR feedback and individual actions. AOs differentiate by question and the higher mark questions naturally stretch the top end.	<b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Exploration of the themes within each poem will provide many opportunities for higher level discussion and analysis. AOs differentiate by question and the higher mark questions naturally stretch the top end.	<b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Exploration of the themes within each poem will provide many opportunities for higher level discussion and analysis. AOs differentiate by question and the higher mark questions naturally stretch the top end.	<b>Opportunity for stretch for high prior attainers</b> Extension and challenge tasks take place each lesson. Students will be challenged on their own individual areas of weakness through targeted FAR feedback and individual actions. AOs differentiate by question and the higher mark questions naturally stretch the top end.
<b>Anticipated Misconceptions:</b> <ul style="list-style-type: none"> <li>Differences between a myth, a legend and a fable</li> <li>Character archetypes may be skewed based on pop culture awareness (Percy Jackson/Hunger Games/Hercules etc.)</li> <li>Story mountain terminology may be used in the wrong order</li> <li>Paragraph structure (TIPTOP)</li> </ul>	<b>Anticipated Misconceptions:</b> <ul style="list-style-type: none"> <li>The idea that language has changed and is ever continuing to change</li> <li>Let the students listen to clips of old vs. middle Vs. modern English</li> <li>The idea of language has been acquired from invasions of Britain and from British acquisition from the empire</li> <li>Social hierarchy - use the school as an example</li> <li>Women's role in mediaeval society</li> <li>The role of the church in society</li> <li>Travel writing concepts</li> </ul>	<b>Anticipated Misconceptions:</b> <ul style="list-style-type: none"> <li>Explicitly teach the difference between non-fiction and fiction</li> <li>Writer's viewpoint - how can it be identified</li> <li>Journalistic integrity</li> <li>Explicit teaching of how to identify non fiction methods</li> <li>Topic sentences and their impact in structuring writing.</li> </ul>	<b>Anticipated Misconceptions:</b> <ul style="list-style-type: none"> <li>Acrostic poems are not appropriate for KS3 students to produce</li> <li>Juxtaposition vs. oxymoron (Oxymoron is a specific type of juxtaposition.)</li> <li>Voice in a poem</li> <li>Themes can be linked across poems.</li> </ul>	<b>Anticipated Misconceptions:</b> <ul style="list-style-type: none"> <li>MEE paragraphs must be used for Q2, Q3 and Q4</li> <li>Students can use the extract as a springboard for their own creative writing. Students can alter viewpoints; write what happened prior to the extract or write what happens after. They may 'borrow' from the text' though not extensively.</li> </ul>	<b>Anticipated Misconceptions:</b> <ul style="list-style-type: none"> <li>Empathy vs. sympathy</li> <li>Setting</li> <li>The film version will always be different to the text - discuss issues with omniscient narrators vs limited first person perspective</li> </ul>

<b><u>Links to previous Key Stage</u></b> Students may have an awareness of some hero archetypes from KS2	<b><u>Links to previous Key Stage</u></b> This will be new content as students will not have covered Chaucer. They may have knowledge of the middle ages and of how society was made up.	<b><u>Links to previous Key Stage</u></b> Students will have knowledge of formal vs. informal speeches from the KS2 curriculum. Students may have some understanding of newspapers and magazines but will lack developed knowledge of audience and purpose. They will be aware of the 5Ws	<b><u>Links to previous Key Stage</u></b> Exposure to poetry is part of the national curriculum framework.	<b><u>Links to previous Key Stage</u></b> Students will have understanding of comprehension skills and some may have understanding of subject terminology. Word classes are explicitly taught at KS2.	<b><u>Links to previous Key Stage</u></b> Students have completed author/novel studies at primary school and have awareness of plot, character, and of writer's making deliberate choices.
<b><u>Links to future learning</u></b> Section B of English Language Paper 1; Classical allusions in GCSE Literature texts such as Macbeth and the cluster of poetry. Classical allusions in A Level Literature such as Keats. Creative writing is a component of English Language A Level	<b><u>Links to future learning</u></b> Reading skill development Understanding how character is conveyed Component of A Level English Language Exam	<b><u>Links to future learning</u></b> English Language Paper 2 Speaking and Listening presentations	<b><u>Links to future learning</u></b> Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout our KS3 curriculum.	<b><u>Links to future learning</u></b> English Language Paper 1 English Literature Assessment objectives (AO1/AO2)	<b><u>Links to future learning</u></b> English Literature novel studies
<b><u>SMSC and British Values</u></b> Students explore the concepts of morality, class division and inequality, liberty and the cultural background of the British class system.	<b><u>SMSC and British Values</u></b> Chaucer offers opportunities to discuss Language acquisition by means of invasion vs. British Imperialism.	<b><u>SMSC and British Values</u></b> Students explore themes of morality, power, consequence, liberty and the cultural significance of gender politics.	<b><u>SMSC and British Values</u></b> Students will be exposed to a range of poetry from across different time periods. They will be encouraged to discuss the theme of power and liberty.	<b><u>SMSC and British Values</u></b> Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)	<b><u>SMSC and British Values</u></b> Students will cover all SMSC and British values as they revise for this unit as the past papers deal with a range of social, moral, political and spiritual issues.
<b><u>Cultural Capital</u></b> This encourages students to explore their own creative writing ability	<b><u>Cultural Capital</u></b> This unit encourages students to understand how the class system can create an unfair and discriminatory bias in society and how rich and diverse our language is.	<b><u>Cultural Capital</u></b> Students will be exposed to a range of topics and viewpoints on issues from the news.	<b><u>Cultural Capital</u></b> The range of poems and texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues	<b><u>Cultural Capital</u></b> The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues	<b><u>Cultural Capital</u></b> The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues
<b><u>Career Links</u></b> This unit prepares students for a range of careers including journalism and teaching	<b><u>Career Links</u></b> This unit prepares students for a range of careers including journalism, politics and teaching	<b><u>Career Links</u></b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	<b><u>Career Links</u></b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	<b><u>Career Links</u></b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others	<b><u>Career Links</u></b> This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others

<b>Language Assessment Objectives:</b>	<b>AO1:</b> <ul style="list-style-type: none"> <li>• identify and interpret explicit and implicit information and ideas</li> <li>• select and synthesise evidence from different texts</li> </ul> <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <ul style="list-style-type: none"> <li>• AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• AO4: Evaluate texts critically and support this with appropriate textual references</li> <li>• AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20 % of the marks for each specification as a whole.)</li> <li>• AO7: Demonstrate presentation skills in a formal setting</li> </ul>				