Hanley Castle High School Curriculum Outline for parents: **ENGLISH**

		Autumn Term	Spring Term	Summer Term
Year 7 **Forms and Genres**	**<u>Topic</u>** Big question / Overview	**NOVEL:** ***Dracula*** 'Cold read' introduction to reading strategies for fluency and engagement. **NOVEL**: ***October, October*** The study of: Characterisation Plot and narrative Development over time Big idea: students can identify and analyse the novelist's use of language and structure **CREATIVE WRITING:** *Write the introduction to a novel* The study of genre, setting, character, narrative hook, sentence types Big idea: students can plan and write the opening of a story inspired by an image **ORACY:** speeches inspired by study of *October, October* Big idea: students can plan and structure a speech using the 'hamburger' model. Talk confidently about their chosen topic. Listen actively and supportively.	**POETRY – an introduction** The study of: Language and structure techniques in poetry forms Compare poems in terms of themes and ideas Read with fluency and expression Begin to self and peer assess written WHW responses Big idea: students can <u>compare</u> the presentation of themes and ideas in two poems, selecting key quotations to support points **ORACY:** poetry by heart The practice of recitation, expression, performance reading, Big idea: students can learn a poem by heart and recite from memory with expression. **MYTHS AND LEGENDS** The study of global stories (Chinese, Norse, Roman, Greek, British) Big idea: students understand the development of storytelling from folklore to myths and legends into the stories they read today	**DRAMA: Homer's Odyssey (Armitage)** Dramatic Devices Scene directions Dialogue Characterisation Structure Big idea: students compare the presentation of a key myth recreated in dramatic monologue form, and critically analyse the writer's interpretation **CREATIVE WRITING**: Recreate a Greek myth Big idea: students can recreate the story of a Greek God in a 3-page dramatic monologue **DRAMA: Introduction to Shakespeare** Visit to Stratford Upon Avon – Big idea: bringing Shakespeare to life through cultural capital visit **Context of Theatre** Big idea: students can constructively criticise a drama in performance
	Disciplinary knowledge/skills	**Novel:** focus on retrieving evidence and explaining choices. **Creative writing**: writing within a genre and building reader engagement with narrative hooks **Speeches**: structuring a speech; effective listening	**Poetry**: write an extended WHW paragraph featuring comparison of two poems, exploring language and its effects **Poetry by Heart**: memorise a poem and perform to peers	**Drama:** explore the structure and dramatic conventions of a drama text **Creative Writing:** employ the structure and dramatic conventions of a dramatic monologue in own writing
	New vocabulary	**Novel:** Protagonist, antagonist, prose narrative, sensory language, character foils, semantic field **Creative writing**: narrative hooks **Speeches**: counterarguments, opposing idea	**Poetry**: sonnet, iambic pentameter, volta, dramatic monologue, caesura, enjambment, free verse, ambiguity, denotation, connotation **Poetry by Heart**: recite, choral reading	**Drama**: dramatic monologue, stage directions, odyssey, acts, scenes, **Creative writing:** plot, narrative, character arc, resolution
	Links to …	Structure and language in all written forms KS3/KS4/KS5 Creative writing (Q5) in GCSE English Lang Oral presentations for GCSE English	Poetry anthology and Unseen poetry analysis GCSE	Study of drama texts KS3, KS4, KS5 – characterisation, narrative structure and dialogue