

Bellerive FCJ Catholic College



Department: English

Year Group: 7

Term	Learning Focus	Key Knowledge and Skills	Assessment	Challenge and Enrichment
1	Greek Myths	<ul style="list-style-type: none"> - To understand the generic conventions of a myth. - To understand some of the differences between written and spoken storytelling. - To understand the structure a myth: exposition, conflict, resolution, and awareness of narrative openings (e.g. "Long ago, when the world was new..."). - To employ some of the key conventions of a myth in own writing. 	Write a short story inspired by the Greek Myths you have studied over this term	<p>www.classictales.co.uk The New Windmill Book of Greek Myths. Analysing and writing myths. https://www.bbc.co.uk/bitesize/articles/ztwxsr#zgmy46f Myths, legends and stories that inspire https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/myths-and-legends-re-told-poetry-and-short-stories/lessons?sid-8f0321=LkhWhrJObf&sm=0&src=3 The story of Medusa https://www.youtube.com/watch?v=7RTdNnf6cgY Horrible Histories – Gory Greek Myths https://www.bbc.co.uk/iplayer/episode/m001wkk0/horrible-histories-series-10-8-gory-greek-myths</p>
2	Pre-1914 Literature 'The Withered Arm' by Thomas Hardy	<ul style="list-style-type: none"> - To understand the impact of context on the development of a story. - To track the development of characters and identify some of the techniques used by writers to craft characters. - To be able to select relevant supporting detail and begin to comment on the effects of language and structure. 	Impression of a character question from an extract	<p>Audiobook https://www.youtube.com/watch?v=Jqnw9yAySfI Video https://www.youtube.com/watch?v=3uWpVEZA0Lw Information about Thomas Hardy https://en.wikipedia.org/wiki/Thomas_Hardy Wider reading/short stories by Hardy https://www.supersummary.com/the-withered-arm-and-other-stories/summary/</p>

3	Making the News	<ul style="list-style-type: none"> - To understand the difference between fiction and non-fiction, understanding the purpose, audience, and form (PAF) of fiction and non-fiction texts. - To understand structural and linguistic conventions of non-fiction texts. - To understand how language choices create bias. - To adapt register to purpose/audience and sequence ideas into paragraphs. 	Write a newspaper article.	https://live.firstnews.co.uk/ https://www.bbc.co.uk/newsround https://www.theguardian.com/uk https://www.dogonews.com/ https://www.newshoot.com/ https://newsforkids.net/
4	Ballads	<ul style="list-style-type: none"> - To be able to recognise and define poetic forms. - To understand conventions of ballads and the ballad form. - To understand and begin to comment on poetic devices and language choices, and impact the poet's language choices have upon the reader 	Analysis of a ballad	<p>What is a ballad?</p> https://www.bbc.co.uk/programmes/p0bnmg4p https://www.bbc.co.uk/bitesize/articles/zdxwjsg https://www.youtube.com/watch?v=hbE2NT1wao4 <p>8 best examples of ballads.</p> https://interestingliterature.com/2023/04/best-examples-of-ballad-poems/
5	Modern novel	<ul style="list-style-type: none"> - To develop a love of reading. - To identify and understand how writers use devices to engage the reader and create mood, atmosphere, character and setting. 	Evaluation of a character throughout the text	<p>Holes – the movie</p> https://www.youtube.com/watch?v=NoJZN2175Bs <p>Chapter summaries</p> https://www.thegrangeacademy.co.uk/downloads/y7_holes_novel.pdf <p>Skellig audiobook</p> https://www.youtube.com/watch?v=xWM734jVsuc&list=PLpPVvrEUHZ8KoVxJUoF0bZVUE-VULBMhq <p>Discussion questions Skellig</p>

		<ul style="list-style-type: none"> - To track the development of a character and theme across a novel - To explore how writer's build tension and suspense for the reader - To develop a personal response to a text and make inferences. - To begin to use literary terminology accurately. 		https://www.hachetteschools.co.uk/wp-content/uploads/2023/09/Skellig-School-Resources.pdf
6	Shakespeare – conventions of Comedy	<ul style="list-style-type: none"> - To understand the conventions of comedy. - To understand plot, setting and character - To identify features such as verse, iambic pentameter and rhyming couplets. - To understand plays are written to be performed. - To practise reading/performing parts of the play. 	Students perform their scenes and answer questions from their counterparts.	https://www.bbc.co.uk/bitesize/topics/zxgcwmn The National Academy https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/a-midsummer-nights-dream/lessons?sid-d3ac58=J4i0meRz1L&sm=0&src=3 RSC full movie https://www.youtube.com/watch?v=F9Ry0IUghcw Animated Tales https://www.dailymotion.com/video/x7umt8z

* Throughout each unit of work, students will be explicitly taught and given opportunities to apply the spelling, punctuation, grammar, and vocabulary requirements outlined in the Key Stage 3 English National Curriculum. This includes developing accuracy in written expression, refining sentence structure for clarity and effect, and expanding their command of Standard English across a range of contexts and purposes.