Year Seven: Identity

Curriculum Intent and Rationale:

The Year Seven curriculum works to establish an understanding of language as a varied communicative tool. From this, students investigate language use over time, and build on skills they developed in KS2 - retrieval, inference, analysis and creative writing skills.

TOPIC	I AM ... WE ARE (4 weeks)	Greek Myths and Legends (8 weeks)	Henry V (8 weeks)	Romanticism (9 weeks)	The Weight of Water (9 weeks)
DATES	8th Sept - 2nd Oct	5th Oct - 4th Dec	7th Dec - 12th Feb	22nd Feb - 26th Feb - Complete Exam straight after Henry V unit. 1st March - 14th May	17th May - 23rd July
Data Input Reports Exams					
Key Assessment		Narrative Writing Assessment		Y7 Exam Reading - Henry V - 25 marks Writing - Speech - 25 marks	Reading Assessment
Overview	Students will study autobiographical writing in different forms, so that they can explore who they are and what influences them as people. Students will explore elements such as gender, and social injustice to consider how people's identities are created and affected.	Students will study some of the most famous Greek Myths. They will have the opportunity to explore stories and develop their comprehension and inference skills. Students will also have the opportunity to use language creatively to describe and narrate, developing skills from KS2.	This will be students' first experience of studying Shakespeare at a secondary school level. The unit will begin with an overview into Shakespearian theatre, and then a focused look at some key scenes from Henry V. Students will have the opportunity to analyse the language of Shakespeare, as well as writing creatively.	Students start to develop their understanding of what motivates a writer/ poet and inspires them to publish material. Links can be made to poems later in curriculum. Key themes can be explored and revisited – nature, power of man etc. Continues to develop inference skills and ability to write longer analysis answers, building on what students have done in primary.	This scheme of work will be an immersive reading scheme. The English and Media centre conducted research into immersive reading in 20 different schools and immersive reading schemes have been proven to increase progress and reading ages especially for disadvantaged students and lower ability groups. Whole class reading will take priority in the lessons. Big ideas explored will be identity, loss, friendship and bullying,
Main Skills	Descriptive writing Autobiographical Writing	Descriptive Writing Comprehension and Inference	Inference and Comprehension Rhetoric Viewpoint Writing	Inference and Comprehension Poetry Analysis, Creative writing	Inference and Comprehension Language and Structural Analysis, Poetry Writing
Vocabulary	Identity Cohesion Prejudice Community Stereotype Representation Reflection Responsibility Empowerment Gender	Xenia Duality Foreboding Valiant Resilience Rationalisation Determination Hubris Metamorphism Heroism	Leadership Reputation Patriotic Masculinity Adversary Provoke Rhetoric Endeavour Valiant Triumphant	Sublime Eccentric Awe Oppression Barbarity Dichotomy Immoral Melancholy Macabre Wretched	Aggrieved Alienated Adversity Immigration Insecure Deception Multiculturilism Inclusion Independence Victim
Links to previous and future learning	Key Stage Two provides a clear foundation for grammar knowledge. Students have the basics of reading and writing skills; Identity; Gender and Power in Literature;	Previous: Greek Myths is often started in KS2; Future: Richard III; Macbeth; Gender and Power in Literature	Future: Richard III; Macbeth; Animal Farm; Poetry;	Previous: Henry V; Greek Myths; Future: AIC; Poetry; Frankenstein; ACC; Gender and Power	Previous: Romanticism; Future: OMAM, Gender and Power, Frankenstein