



### Learning Aims and Curriculum Intent:

English in Year 7 at Forest is about fostering engagement with literature and the use of language. Students will read at least one full novel, and study poetry and drama, considering how these forms differ and why an author might choose to use them. They will explore the conventions of genre and how an author might use or subvert these to create effects. They will begin to learn to select quotations and to analyse them and will begin to learn how to plan and structure an analytical essay. They will apply the skills they have learned through studying literature to their own writing and will begin to learn how to write originally and creatively.

They will have one reading lesson per cycle, in which they will read a text of their own choice. They should try to read a variety of genres and text styles, utilising their teachers and the library for recommendations and reading lists.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p><b>1. 'Flying Lessons' – short story collection</b></p> <p>Students will read the short stories in this volume, which explore the issue of diversity in literature. Relevant themes include:</p> <ul style="list-style-type: none"> <li>identity</li> <li>culture</li> <li>race</li> <li>heritage</li> <li>friendship and family relationships</li> <li>sexuality</li> <li>disability</li> </ul> <p>Students will explore how these themes are presented and how character is created.</p> <p><b>2. Early poetry – 'Beowulf' or 'Sir Gawain and the Green Knight'</b></p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>the oral tradition</li> <li>how poetry was used in the Middle Ages, and how it has changed</li> <li>aspects of poetry such as rhyme, alliterative verse</li> <li>how heroes and villains are created</li> </ul>	<p>Analysis of how characters are created Exploration of themes and how different readers might experience them differently Evaluation of how culture and context affect our reading of texts</p> <p>Analysis of language, structure and form Evaluation of how the oral tradition developed and features of oral poetry Structuring and planning an essay Selecting and analysing quotations to support points</p>	<p>A story in the style of one of the authors in 'Flying Lessons'.</p> <p>An analytical essay on an aspect of the text.</p>
Lent	<p><b>1. Shakespeare</b></p> <p>Students will study a play from Shakespeare (<i>A Midsummer Night's Dream, The Tempest, Hamlet</i>). They will explore:</p> <ul style="list-style-type: none"> <li>the context of Shakespeare's world and how it affects his writing</li> <li>the language of the text and how to unpick some of its complexities</li> <li>how performance can create character as well as the text itself</li> <li>the structure of the play and how it comes together as a whole</li> </ul> <p><b>2. Genre fiction</b></p> <p>Students will study a text from either detective fiction or Gothic fiction (<i>Death on the Nile, The Sign of Four, The Ruby in the Smoke, Coraline</i>). They will explore:</p> <ul style="list-style-type: none"> <li>the conventions of their genre and how the author uses (or at times subverts) them</li> <li>the structure of the text, and how small details are laid throughout the story to build to a conclusion</li> <li>how an author leads or misleads the reader to a conclusion</li> <li>how different types of characters are created, and how they are typical to the genre</li> </ul>	<p>Close analysis of key scenes and how they contribute to the play as a whole Deducing meaning from sometimes impenetrable language through the use of glossaries and discussion of possible meanings Performance of scenes from the play</p> <p>Analysis of structure of a text Evaluation of genre features and how they can be used Evaluation of how a reader's expectations can be manipulated Planning a whole story to write a small section of it</p>	<p>A persuasive speech on a theme from the play.</p> <p>Creative writing: an example of genre fiction (e.g. a chapter from a detective novel).</p>

<b>Trinity</b>	<p><b>3. Genre fiction – preparation for summer exam</b> Students will approach their genre text from an analytical perspective. They will explore:</p> <ul style="list-style-type: none"> <li>• how the author creates character</li> <li>• how the author makes use of genre conventions</li> <li>• how to plan and write an essay</li> <li>• how to analyse an extract in close detail</li> </ul>	<p>Analysis of an extract in close detail How to embed quotations in an analytical essay Analysis of how genre convention are used in an extract</p>	<p>Summer exam: an essay question based on an extract from the genre text studied.</p>
	<p><b>4. Media and advertising</b> Students will study a range of media and different forms of advertising (including print and film). They will explore:</p> <ul style="list-style-type: none"> <li>• the language of advertising</li> <li>• how cinematography is used to create a story</li> <li>• how images and language are used to persuade consumers</li> </ul>	<p>Analysis of still and moving images Analysis of language to persuade and inform Creation of a persuasive text in keeping with advertising norms Presenting an advert to the class</p>	<p>Creative assessment: students will create their own film or print advert and pitch it to the class.</p>

<b>Examples of Homework</b>	<p>An analytical paragraph exploring the presentation of a theme A character sketch including relevant quotations to summarise a character A research homework into Shakespeare's London and the theatre there A reading homework exploring an unfamiliar example of genre fiction and identifying the features of the genre An empathetic piece in which students write using the voice of a character from a text</p>	
<b>Key terminology</b>	<p>Identity, diversity, culture, narrative voice; the oral tradition, rhyme, alliterative verse, context; the Elizabethan era, subtext, soliloquy; genre, conform, subvert; persuasive techniques, cinematography, imagery</p>	
<b>Super-curricular enrichment and scholarly extension</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> See department reading lists.</li> <li>• <b>Watch:</b> Anything by Shakespeare, on BBC iplayer or at the theatre; National Theatre Online; Digital Theatre Plus (subscription through the library); Poirot and Miss Marple on BBC.</li> <li>• <b>Listen:</b> Word of Mouth on Radio 4; Poetry Please on Radio 4</li> <li>• <b>Visit:</b> The Globe Theatre; Stratford upon Avon; the Sherlock Holmes Museum in Baker Street; the Museum of Brands in Notting Hill; the British Library; your local library.</li> </ul>	
<b>Useful websites</b>	<p>The School library website; BBC Bitesize.</p>	
<b>Who can I contact?</b>	<b>Head of Department</b>	<p>Catherine Nightingale, <a href="mailto:cln@forest.org.uk">cln@forest.org.uk</a></p>
	<b>Teachers</b>	