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| **Half Term 5: The Tempest**  **Curriculum Overview for English**  **Year 7**  **Substantive Knowledge:**  Understanding Shakespearean Language  William Shakespeare  Elizabethan history  History of the British Empire  Colonisation  **Disciplinary Knowledge:**  Selecting evidence from texts.  Analysing the structure of a text.  Analysing the language used by a writer.  Identifying imagery and metaphors.  The use of symbolism in Literature.  Narrative structure.  Characterisation.  SPAG  PETAZEL analysis.  Identify, Apply | Books | Individuals read aloud; whole class reading; echo reading; teacher-modelled reading.  Reading texts to develop a love of reading.  Re-reading for comprehension and development.  Carefully selecting evidence from a text.  Book recommendations: ‘Twelfth Night’ and ‘Midsummer Nights Dream’ by William Shakespeare. | | |
| Speech | Shakespeare  Simile  Dialogue  Alliteration  Honourable  Courteous  Hospitality  Colonisation  Deformity | Transform  Suspicious  Betrayal  Revenge  Emotive Language  Sympathy  Metaphor  Imagery  Stage Directions  Characterisation | Structure  Sympathetic  Deceive  Trepidation  Courageous  Symbolism  Romance  Avenge  Usurped  Redemption |
| Checklist RTL | **Guiding Question 1:**  Explain why Prospero wants revenge. | **Guiding Question 2:**  Explain how Shakespeare presents the character of Caliban. | **Topic Question:**  Explain how Prospero changes throughout the play. |
| Home | **Homework tasks**  Weekly homework set to complement the scheme for learning; adding depth and breadth to knowledge learned during lessons. | | |
| **Half Term 6: Speak Out**  **Substantive Knowledge:**  Understanding identity.  Understanding culture.  Applying persuasive language.  Appreciating the culture of others.  Appreciating the perspectives of others.  Forming opinions.  Spoken language.  **Disciplinary Knowledge:**  Understanding the art of rhetoric  Applying IMAGINE when writing persuasively.  Rhetoric Techniques  Selecting evidence from texts  SPAG  PETAZEL analysis  Identify, Apply | Books | Individuals read aloud; whole class reading; echo reading; teacher-modelled reading.  Reading texts to develop a love of reading.  Re-reading for comprehension and development.  Carefully selecting evidence from a text.  Book recommendations: ‘I am Malala’ by Malala Yousefzai | | |
| Speech | Culture  Rhetoric  Ethos  Pathos  Logos  Persuasion  Perspective  Discrimination  Identity  Independence | Onomatopoeia  Metaphor  Simile  Repetition  Precarious  Resilience  Oxymoron  Equality  Extent  Stereotype | Symbolism  Alliteration  Sibilance  Juxtaposition  Racism  Activism  Compare  Judicious  Quotation  Evidence |
| Checklist RTL | **Guiding Question 1:**  To what extent do you agree? | **Guiding Question 2:**  Compare how the writers present their views. | **Topic Question:**  Article writing. |
| Home | **Homework tasks**  Weekly homework set to complement the scheme for learning; adding depth and breadth to knowledge learned during lessons. | | |