|  |  |  |
| --- | --- | --- |
| **Half Term 5: The Tempest****Curriculum Overview for English****Year 7****Substantive Knowledge:**Understanding Shakespearean LanguageWilliam ShakespeareElizabethan historyHistory of the British EmpireColonisation**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.SPAGPETAZEL 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 | ShakespeareSimileDialogueAlliterationHonourableCourteousHospitalityColonisationDeformity | TransformSuspiciousBetrayal RevengeEmotive LanguageSympathyMetaphorImageryStage DirectionsCharacterisation | StructureSympatheticDeceiveTrepidationCourageousSymbolismRomanceAvengeUsurpedRedemption |
| 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 rhetoricApplying IMAGINE when writing persuasively.Rhetoric TechniquesSelecting evidence from textsSPAGPETAZEL analysisIdentify, 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 | CultureRhetoricEthosPathosLogosPersuasionPerspectiveDiscriminationIdentityIndependence | OnomatopoeiaMetaphorSimileRepetitionPrecariousResilienceOxymoronEqualityExtentStereotype | SymbolismAlliterationSibilanceJuxtapositionRacismActivismCompareJudiciousQuotationEvidence |
| 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. |