





Term 2: Curriculum Overview for English

Year 7

<div>Term 2: Let's Do Better</div> <div>Substantive Knowledge:</div> <div>Race Equality</div> <div>Character development</div> <div>Narrative perspectives</div> <div>Cultural pride</div> <div>Social context</div> <div>Political context</div> <div>Black Lives Matter</div> <div>Black history</div> <div>Understanding identity.</div> <div>Understanding culture.</div> <div>Appreciating the culture of others.</div> <div>Language techniques.</div> <div>Poetic techniques.</div> <div>Themes.</div> <div>Disciplinary Knowledge:</div> <div>Selecting evidence from texts.</div> <div>Analysing the structure of a text.</div> <div>Analysing the language used by a writer.</div> <div>Identifying alliteration and rhyme.</div> <div>The use of symbolism in Literature.</div> <div>Emulating another poet by writing own poem in their style.</div> <div>Narrative structure.</div> <div>Selecting evidence from texts</div> <div>Characterisation.</div> <div>SPAG</div> <div>PETAZEL analysis.</div> <div>Identify, Apply</div>	<div></div> <div>Individuals read aloud</div> <div>Whole-class reading</div> <div>Echo reading</div> <div>Group reading</div> <div>Reading texts to develop a love of reading</div> <div>Re-reading for comprehension and development</div> <div>Carefully selecting evidence from a text</div> <div>Annotating Texts and poems</div> <div>Book recommendation: 'Brown Girl Dreaming' Jacqueline Woodhouse</div>
	<div></div> <div>Culture</div> <div>Discrimination</div> <div>Entrenched</div> <div>Hostile</div> <div>Atrocity</div> <div>Prejudice</div> <div>Identity</div> <div>Stereotype</div> <div>Stanza</div> <div>Unity</div> <div>Independence</div> <div>Symbolism</div> <div>Alliteration</div> <div>Sibilance</div> <div>Enjambment</div> <div>Juxtaposition</div> <div>Dramatic Monologue</div> <div>Onomatopoeia</div> <div>Metaphor</div> <div>Simile</div> <div>Rhyme</div> <div>Repetition</div> <div>Refrain</div> <div>Precarious</div> <div>Resilience</div> <div>Oxymoron</div> <div>Equality</div> <div>Racism</div> <div>Activist</div> <div>Solitude</div> <div>Loneliness</div> <div>Colonisation</div> <div>Caesura</div> <div>Rhyme</div>
	<div></div> <div><div><div>Guiding Question- Ghost Boys:</div><div>How does Jewell Parker Rhodes use setting to present inequality in 'Ghost Boys'?</div><div>Explain how Jewell Parker Rhodes present the character of Jerome in 'Ghost Boys'?</div></div><div><div>Topic Question- Ghost Boys:</div><div>How does Jewell Parker Rhodes present the theme of racism and racial injustice in 'Ghost Boys'?</div></div><div><div>Guiding Question- Poetry:</div><div>How does Khaf present her attitude towards xenophobia?</div><div>How do Angelou and Agard present their attitudes towards racism?</div></div><div><div>Topic Question- Poetry:</div><div>Compare how Dharker and Bilston explore the impact of language on societal attitudes towards others.</div></div></div>
	<div></div> <div>Homework tasks- weekly</div>