



Hanley Castle High School Curriculum Outline for parents: **ENGLISH**

		Autumn Term	Spring Term	Summer Term
Year 7 Forms and Genres	Topic Big question / Overview	<p>NOVEL: <i>A Monster Calls</i> The study of: Characterisation Plot and narrative Development over time WHW analysis <i>Big idea: students can identify and analyse the novelist's use of language and structure</i></p> <p>CREATIVE WRITING: <i>Write the introduction to a novel</i> The study of genre, setting, character, narrative hook, sentence types <i>Big idea: students can plan and write the opening of a story inspired by an image</i></p> <p>ORACY: speeches inspired by study of <i>A Monster Calls</i></p> <p><i>Big idea: students can plan and structure a speech using the 'hamburger' model. Talk confidently about their chosen topic. Listen actively and supportively.</i></p>	<p>POETRY – an introduction The study of: Language and structure techniques in poetry forms Compare poems in terms of themes and ideas Read with fluency and expression Begin to self and peer assess written WHW responses</p> <p><i>Big idea: students can compare the presentation of themes and ideas in two poems, selecting key quotations to support points</i></p> <p>ORACY: poetry by heart The practice of recitation, expression, performance reading, <i>Big idea: students can learn a poem by heart and recite from memory with expression.</i></p> <p>MYTHS AND LEGENDS The study of global stories (Chinese, Norse, Roman, Greek, British) <i>Big idea: students understand the development of storytelling from folklore to myths and legends into the stories they read today</i></p>	<p>DRAMA: Homer's <i>Odyssey</i> (Armitage) Dramatic Devices Scene directions Dialogue Characterisation Structure <i>Big idea: students compare the presentation of a key myth recreated in dramatic monologue form, and critically analyse the writer's interpretation</i></p> <p>CREATIVE WRITING: Recreate a Greek myth</p> <p><i>Big idea: students can recreate the story of a Greek God in a 3-page dramatic monologue</i></p> <p>DRAMA: Introduction to Shakespeare Visit to Stratford Upon Avon – <i>Big idea: bringing Shakespeare to life through cultural capital visit</i></p> <p>Context of Theatre <i>Big idea: students can constructively criticise a drama in performance</i></p>
	Disciplinary knowledge/skills	<p>Novel: building a WHW analytical paragraph – focus on exploring language and its effects. Creative writing: writing within a genre and building reader engagement with narrative hooks Speeches: structuring a speech; effective listening</p>	<p>Poetry: write an extended WHW paragraph featuring comparison of two poems, exploring language and its effects Poetry by Heart: memorise a poem and perform to peers</p>	<p>Drama: explore the structure and dramatic conventions of a drama text Creative Writing: employ the structure and dramatic conventions of a dramatic monologue in own writing</p>
	New vocabulary	<p>Novel: Protagonist, antagonist, prose narrative, sensory language, character foils, semantic field Creative writing: narrative hooks Speeches: counterarguments, opposing idea</p>	<p>Poetry: sonnet, iambic pentameter, volta, dramatic monologue, caesura, enjambment, free verse, ambiguity, denotation, connotation Poetry by Heart: recite, choral reading</p>	<p>Drama: dramatic monologue, stage directions, odyssey, acts, scenes, Creative writing: plot, narrative, character arc, resolution</p>
	Links to ...	Structure and language in all written forms KS3/KS4/KS5 Creative writing (Q5) in GCSE English Lang Oral presentations for GCSE English	Poetry anthology and Unseen poetry analysis GCSE	Study of drama texts KS3, KS4, KS5 – characterisation, narrative structure and dialogue