Manchester Academy — The best in everyone™
Part of United Learning

YEAR 7
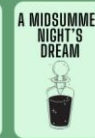English Department
Big Picture

POWER & CONFLICT

GREEK MYTHOLOGY	WHEN THE WORLD WAS OURS	CONFLICT POETRY & NON-FICTION	A MIDSUMMER NIGHT'S DREAM	TREASURE ISLAND	THE GIRL OF INK AND STARS
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Autumn 1 — Greek Mythology

Content

In their first English unit at Manchester Academy, students will learn about classic Greek myths. Through extracts, all students will be exposed to classic Literature as well as retellings, poetry and non-fiction articles. Students will learn about key historical knowledge of Greek Gods as well as the enduring nature and morals of each story. Some myths that students will learn about are: Achilles, Poseidon, Medusa, Midas and Hercules. The unit is interdisciplinary in nature and has been designed to ensure that all students have the key skills needed for extended writing.

Alongside reading retellings of classic myths, students will learn what it means to be a student in the secondary English classroom and learn basic skills for reading, writing, speaking and listening. Students will be able to use their new skills to craft their own responses to analytical questions, creative writing stimuli and debate questions about a range of myths.

Key Concepts/Terminology

Genre of Mythology (heroes, villains, chorus, morals)
Theme (love, anger, desire, power, control, greed, sin)
Historical and social context (myths, Greek Gods, Ancient Greece, adaptation, the form of a story)
Literary Techniques (imagery, symbolism, metaphor, simile, personification)
Grammar (sentence types, tenses, homophones)
Structuring a response (What/Where/How/Why)
Debate (oracy opportunities)
Oracy (speaking and listening skills, turn taking, engagement, talk detectives, presentational skills)

Autumn 2 — When The World Was Ours and Imaginative Writing

Content

Students will study When The World Was Ours, a contemporary novel based on three childhood friends' experiences of WWII and the events leading up to it. Through their study of the novel, students will develop their contextual understanding of the Holocaust and will explore themes including friendship, change, religious prejudice and hope. As well as expanding students' understanding of writers' use of form and narrative perspective, this unit aims to further their emotional and social development by giving them an opportunity to empathise with contrasting experiences through their exploration of characters and their relationships.

Alongside this, students will write and redraft a short story based on the theme of growing up. Students will apply their growing knowledge of vocabulary, grammar and text structure to their writing as well as draw on knowledge of literary devices from their reading to enhance the impact of their writing.

Key Concepts/Terminology

Characterisation (unreliable narrator, multiple-narrators, age, conforming, acceptance, Social Identity Theory)
Plot (Freytag's triangle, multiple narrators)
Theme (control, anger, oppression, hope, religion, friendship, change, conflict, violence, fear)
Historical and social context (the Holocaust, WW2, antisemitism, indoctrination)
Literary Techniques (foreshadowing, symbolism, ellipses, flashback, fragments, asides, sentence forms)
Structuring a response (What/Where/How/Why)
Debate (oracy opportunities)

Spring 1 — Conflict: Poetry & Non-Fiction

Content

Across the unit, students will learn about conflict through the ages from various sources of poetry and non-fiction. The unit is designed to be interdisciplinary and help students understand the key contexts and intentions of poets before analysing their poems. When studying non-fiction, students will be expected to read and critically understand a variety of non-fiction texts, with the focus of ideology being war and conflict. Having studied When The World Was Ours in the previous half term, students will have a grounding of knowledge in terms of context and being able to understand varying viewpoints, throughout history. Students must now be expected to engage in texts such as newspaper articles, letters and speech transcripts to make inference and gather evidence. Alongside this, students will learn how to craft pieces of transactional writing with a focus on writing to inform. When studying poetry, they will be made familiar with the different language techniques poets use to voice out their concerns about war. Students will read also critically using recognising figurative language, vocabulary choice, text structure and organisational features.

Key Concepts/Terminology

Purpose (to inform, to persuade, to educate)
Audience (children, teachers, Mps)
Form (article, speech, debate, presentation, letter, blog, website)
Historical and social context (WW1, WW2, refugees, asylum seekers, persecution)
Oracy (speaking and listening skills, turn taking, engagement, talk detectives, presentational skills)
Poetic Forms (dramatic monologue, rhyme schemes, sonnets, free verse)
Theme (war, peace, control, regret, anger, conflict, freedom, discrimination)
Literary Techniques (anaphora, refrain, enjambement, DR SCREEM and other persuasive devices)
Structuring a response (What/Where/How/Why)

Learning Objectives	Learning Objectives	Learning Objectives
• To understand and comprehend key events that happen in each myth and/or story • To identify and comment on how writers use characterisation, context and theme to affect their audience • To use knowledge of context to understand and explore the text and its impact • To be able to identify the features of a myth to aid understanding • To select well-chosen evidence and construct a powerful argument in reference to the text • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To understand and apply key grammar structures in your writing • To use sensory language in your descriptive writing • To ensure that you include a moral message in your imaginative writing • To structure an extended piece of writing effectively to impact the reader, i.e. by organising the plot so that tension is built • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To accurately use a variety of sentence types and types of punctuation	• To explore the significance of friendship in the novel's exposition • To explore the significance of religious prejudice in the novel through the impact of anti-Jewish laws on the Grunbergs • To understand the escalation of antisemitism in Vienna through Leo and his family's experience. • To explore the importance of religious faith and ceremony to Elsa • To effectively apply knowledge of setting, characterisation and plot to one's own writing • To use dialogue accurately and effectively • To structure an extended piece of writing effectively to impact the reader, i.e. by organising the plot so that tension is built • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To create pieces of writing appropriate to the short story form by studying their structure – i.e. beginning, middle and end • To evaluate a range of narrative expositions, including Kessler's in WTWWO, in order to identify success criteria. • To generate ideas for a short story based on the theme of change and plan the narrative arc. • To write an effective exposition to a story based on the theme of change.	• To identify features of a biographical and comment on their impact • To identify and comment on how writers use characterisation, context and theme to affect their audience • To use knowledge of context to understand and explore the text and its impact • To be able to identify the features of a diary to aid understanding • To select well-chosen evidence and construct a powerful argument in reference to the text • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To understand what a war poem is and to know historical context related to WW1. • To be able to identify and comment on the writer's perspectives and ideas • To be able to structure an extended written analysis • To analyse how Sassoon uses language, form and structure to present ideas about war in Sick Leave • To explore the impact of Kay's use of personification, anaphora and refrain in The Looks of Loss. • To understand how Agard presents the lasting impacts of war in In Times of Peace. • To write a poem entitled 'the conflict' including some of the methods studied throughout the unit.

Assessment
 	
MINI TESTS
 	
Each mini test will consist of 3 sections:
- **Section A: Spelling, Punctuation and Grammar**
   o Based on independent learning activities
- **Section B: Multiple Choice Questions**
   o Key vocabulary and events in the stories
- **Section C: Extended Writing**
   o Question related to a recently studied topic
 	
MT1 – How does the writer present Mrs Midas in Carol Ann Duffy's poem?
 	
MT2 – Write a description of your own mythical creature.
 	
All students will also complete an NGRT reading assessment and an English baseline test in this half term.
	Assessment
	
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	MT1 – How does the writer use language and narrative devices to present Max in this extract?
	
	MT2 – Explore how Max is significant in the narrative.
		Assessment
		
		BIG TEST 1
		
		Reading – When The World Was Ours extract with a theme/character-based question.
		
		Question options are:
		Characters: Max, Max's Father, Leo
		Themes: Friendship, Hope, Control
		
		Writing – A choice between a piece of imaginative or descriptive writing.

Spring 2 **A Midsummer Night's Dream and Imaginative Writing**	*Summer 1* **Treasure Island and Imaginative Writing**	*Summer 2* **The Girl of Ink and Stars**

Content

Students will be introduced to the magical and immersive world of one of Shakespeare's most famous comedy plays. Students will study key extracts taken from A Midsummer Night's Dream and will explore the themes of love, power and gender across the text. Students will learn about dramatic form and the genre of Shakespearean comedy and how this differs to modern audiences. Students will learn to express their views on the text using well-chosen evidence through written analytical and essay-style responses as well as verbally through formal debate. Each assessment will focus on love and relationships as well as considering how conflict is important in the play.

Alongside this, students will also be introduced into producing effective descriptive and imaginative writing. Students will use the play, its characters and its setting as a springboard for creativity and will learn how to use imagery and sensory language to build successful, vivid descriptions.

Content

Students will be introduced to an iconic text from the English literary canon in the form of Stevenson's Treasure Island to allow students to appreciate our rich and varied literary heritage. As a 19th Century text, the novel is challenging in its vocabulary, grammar and syntax. The DofE Reading Framework states that 'pupils enjoy making sense of a challenging text together as a class, a sense of achievement that comes when the seemingly incomprehensible suddenly becomes clear.' Students will be supported through this by reading extracts and learning (before applying) new vocabulary along the way. All students will be thrown into the historical world full of sailors and swashbuckling pirates, providing a rich knowledge and cultural capital which enables students to explore the context of the Golden Age of Piracy and challenges stereotypes often associated with pirates. Their contextual knowledge will be applied to analytical writing where students explore the importance of Long John Silver, friendship, loyalty, fortune and luck. Students will also begin to understand the form of the Bildungsroman and the use of archetypes in the novel.

Students will continue to build on their imaginative writing skills and work towards crafting their own extended narrative writing using characters and themes from Tresure Island as a stimulus.

Content

Students will study When The Girl of Ink and Stars, a contemporary adventure novel with magical realist elements following the conventions of the quest narrative. Through their study of the novel, students will develop their contextual understanding of colonialism and will explore themes including myth, power and control. As well as expanding students' understanding of writers' use of form, genre conventions and narrative perspective, this unit aims to further their emotional and social development by giving them an opportunity to empathise with contrasting experiences through their exploration of characters and their relationships.

Alongside this, students will write the opening chapter to a quest narrative in first person narrative perspective based on the themes they have explored in the novel. Students will apply their growing knowledge of vocabulary, grammar and text structure to their writing as well as draw on knowledge of literary devices from their reading to enhance the impact of their writing.

Key Concepts/Terminology

Genre of Comedy (chorus, irony, resolution, social commentary)
Characterisation (social class, gender, patriarchy)
Plot (Shakespearean comedies, act, scene, dialogue, stage directions)
Theme (love, fate, desire, mistaken identity, anger)
Historical and social context (16th century, Shakespeare)
Literary Techniques (imagery, symbolism, oxymoron)
Form (acts, scenes, stage directions, sonnet, prologue, irony, dramatic irony)
Structuring a response (What/Where/How/Why)
Debate (oracy opportunities)

Key Concepts/Terminology

Literary Form (monologue, Bildungsroman, archetypes)
Theme (power, friendship, loyalty, fortune, money, luck)
Historical and social context (the Gold Age, discovery, Victorian era, ships, piracy, life on a ship)
Literary Techniques (metaphor, simile, personification, oxymoron, anaphora, refrain, extended metaphor, allegory, imagery)
Structuring a response (What/Where/How/Why)
Debate (oracy opportunities)

Key Concepts/Terminology

Genre of Magic Realism (allegory, extended metaphor, quest narrative)
Historical and social context (colonialism, controlling governments, dictatorship, grief)
Characterisation (first-person narrative, third-person narrative)
Plot (Freytag's triangle, Cyclical Structure)
Theme (fear, control, suspense, anger, power, myth, relationships, peace)
Literary Techniques (foreshadowing, symbolism, ellipses, flashback, fragments, asides, sentence forms)
Structuring a response (What/Where/How/Why)
Debate (oracy opportunities)

Learning Objectives	**Learning Objectives**	**Learning Objectives**
• To identify features of a comedy and comment on their impact • To identify and comment on how Shakespeare uses characterisation, plot and theme to affect his audience • To use knowledge of context to understand and explore the text and its impact • To understand and independently decipher Shakespeare's language • To comment on and analyse Shakespeare's use of language and structure features and their impact, including imagery and symbolism • To be able to identify the features of a play to aid understanding To select well-chosen evidence and construct a powerful argument in reference to the text • To use dialogue accurately and effectively • To structure an extended piece of writing effectively to impact the reader, i.e. by organising the plot so that tension is built • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To accurately use a variety of sentence types and types of punctuation	• To use knowledge of context to understand and explore the text and its impact • To be able to explain and accurately use key terminology related to the Golden Age of Piracy • To comment on and analyse the writers' use of language and structure and its impact • To identify and comment on how the writer develops a personal narrative voice • To apply key moments from the text to thematic or character-based questions • To understand the conventions of an archetypal hero and the form of the Bildungsroman • To start to understand how to break down the syntax, vocabulary and grammar of the text and select the most importance information within the novel • To analyse the use of implicit and explicit characterisation within the novel • To select evidence that is appropriate and supports the What, Where, How, Why structure for analytical paragraphs • To create a character based on one of those that students have been reading about • To effectively apply knowledge of setting, characterisation and plot to one's own writing	• To use knowledge of context to understand and explore the text and its impact • To comment on and analyse the writers' use of language and structure and its impact • To be aware of how arguments are structured for effect • To select well-chosen evidence and construct a powerful argument with reference to the text • To enhance written work by using language and structural features and powerful vocabulary to have the desired impact on the reader • To accurately use a variety of sentence types and types of punctuation • To explore the significance of myth and omens in chapters 4 and 5. • To explore how Hargrave presents Governor Adori in the opening chapters of the novel. • To know how Hargrave uses setting to create a foreboding atmosphere • To know how Isabella's development in the novel presents her as a Bildungsroman hero • To explore how Hargrave presents ideas about power in the novel

Assessment
 	
MINI TESTS
 	
Each mini test will consist of 3 sections:
- **Section A: Spelling, Punctuation and Grammar**
  o Based on independent learning activities
- **Section B: Multiple Choice Questions**
  o Key vocabulary and events in the stories
- **Section C: Extended Writing**
  o Question related to a recently studied topic
 	
MT1 – How does Shakespeare present Titania and Oberon's relationship in the play?
 	
MT2 – How does Shakespeare present the interactions between Hermia and Helena in the play?
	Assessment
	
	MINI TESTS
	
	Each mini test will consist of 3 sections:
	- **Section A: Spelling, Punctuation and Grammar**
	  o Based on independent learning activities
	- **Section B: Multiple Choice Questions**
	  o Key vocabulary and events in the stories
	- **Section C: Extended Writing**
	  o Question related to a recently studied topic
	
	MT1 – How does Stevenson characterise Long John Silver?
	
	MT2 – How far does Stevenson present Jim as the archetypal hero?
		Assessment
		
		BIG TEST 2
		
		Students will undertake the standardised United Learning end of year assessments.
		
		Reading – 1 hour – question paper on key terminology and analysis of an unseen fiction extract. Students will have to use their inference skills as well as their extended writing skills to help build up their analysis.
		
		Writing – 1 hour – question paper on key terminology, spelling, punctuation and grammar. Student will also have to describe, narrate and use their imaginative writing skills to craft paragraphs that include explicit and implicit characterisation.