

KS3 Curriculum overview: Subject English Year 7

All students in Belmont Park study a variety of different texts, both fiction and non-fiction to enrich their understanding and to help improve their literacy and critical thinking skills.

Year 7	Key Skills	Cross-Curricular Links/Themes	Social Skills Development/SMSC
Autumn 1	<p>Autobiography and Biography Reading short stories about difficult choices; exploration of characterisation, story structure and language choices. To read extracts and learn to identify key features of autobiographical writing To learn about effective communication and make a presentation to the class To draft and write your own autobiography, using peer and self-assessment. To learn about and use PEE paragraphs</p>	<p>PHSE – Respect for different cultures</p> <p>Art – Designing a front cover Developing a signature</p> <p>ICT: word-processing challenges, web-quests</p> <p>Numeracy links – Writing with limited word counts</p>	<p>Explore beliefs Community Respect for different beliefs</p> <p>Religious celebration Positive attitudes</p> <p>Respect faiths, feelings and values Goals & aspirations</p>
Autumn 2	<p>Grammar through Poetry & Using Basic Skills Understanding the effect of using poetic techniques; Exploring how a poet creates effective atmosphere and character through language. Discussion about the difference between Poems and Prose. Give a short story and ask to convert some lines in a poetic composition. Read poems loudly and tales and prose in poetic manner so that students can follow. Reading aloud always works well as far as pronunciation and fluency is concerned. In order to increase fluency, classroom practices and exercises play an important role. Vocabulary is also very important because there are many words which can only be used in poetic composition. So, vocabulary games and quiz also play an important role.</p>	<p>History – Understanding the development of language through the ages</p> <p>R.E. – Developing a knowledge and respect for writing from different cultures.</p> <p>Numeracy links – Syllable counts and metre</p>	<p>Communication skills</p> <p>Listening – respecting different opinions</p> <p>Social action – empowerment</p>

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Spring 1	<p>Writing from Different Cultures Pupils should be given the opportunity to talk for a range of purposes, including exploration and hypothesis</p> <ul style="list-style-type: none"> • Pupils should be given the opportunities to participate in a wide range of drama activities, including role play... • Novels selected should include works that extend pupils' ideas and their moral and emotional understanding. • Pupils should read texts from other cultures and traditions that represent their distinctive voices and forms, and offer varied perspective and subject matter. 	<p>PHSE – Social structures and norms.</p> <p>Humanities – Understanding body image and physical and mental health</p> <p>Drama and creative arts: freeze frame, role play</p> <p>Numeracy links – Family time lines</p>	<p>Enthusiasm for learning</p> <p>Respect Learning for life</p> <p>Self-awareness Moral belief/conviction</p>
Spring 2	<p>Introduction to Shakespeare Placing the plays into Social and historical context Quotes about Shakespeare Look at the characters of the play. Character sheet and create a tree link. write an evaluation of the scene in their books using writing frame Use the last two lessons and their prior knowledge to attempt to name all of Shakespeare's plays.</p>	<p>PHSE – Poverty and child employment, welfare system</p> <p>Drama and creative arts: freeze frame, role play</p> <p>Numeracy links - Help pupils to understand the numbering system used for Acts and Scenes in plays.</p>	<p>Fairness</p> <p>Celebrating Black Excellence</p> <p>Equality Celebrate difference</p>

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Summer 1	<p>Novel - Stone Cold OR Roald Dahl Unit</p> <p>Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a shift of topic, viewpoint or time</p> <p>Identify the main point in a paragraph and how the supporting information relates to it, e.g. as illustration</p> <p>Organise ideas into a coherent series of paragraphs, introducing, developing and concluding appropriately</p> <p>Plan, draft, edit, revise, proof-read and present a text with readers and purpose in mind</p> <p>Collect, select and assemble ideas in a suitable planning format, e.g. flow chart, list, star-chart</p>	<p>Humanities – Totalitarian vs. democratic systems of governance</p> <p>Drama and creative arts - freeze frame, role play</p> <p>Numeracy links – Flow chart of events</p>	<p>Develop self-knowledge and awareness</p> <p>Keeping safe</p> <p>Moral choices/dilemmas</p> <p>Responsibility Learning for life</p> <p>Accept responsibility for behaviours</p>
Summer 2	<p>Creative Writing</p> <p>This scheme of work aims to improve students' writing skills, with a focus on developing narratives. They will focus on narrative hooks and structure as well as creating characters and setting. Finally, the scheme requires students to write their own narrative text.</p> <p>It is designed to make students enthusiastic about reading and introduces them to a range of fiction and media texts as stimulus.</p>	<p>Drama and creative arts: freeze frame, role play</p> <p>Media – TV and film links</p> <p>Numeracy links - In creative story writing, recognising the use of mathematical types of thinking when placing restrictions on the way the writing is formed or a character can behave during different events.</p>	<p>Celebrating diversity</p> <p>Respect for others</p> <p>Tolerance</p> <p>Equality Rights</p>