

Barnsley Academy – Year 7 English Curriculum Overview 2024-25

| Autumn Term | | | Spring Term | | | Summer Term | | |
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| | Class Focus | Terminology | | Class Focus | Terminology | | Class Focus | Terminology |
| Week 1/2 | Short Stories: The Diamond Necklace How does De Maupassant characterise Mathilde Loisel in the exposition? How does De Maupassant characterise Monsieur Loisel? | Core Knowledge – Key Vocabulary (<i>protagonist, exposition, explicit characterisation, implicit characterisation, perception</i>) (<i>archetype, traits, selflessness, heroic</i>) | Week 1 | Mid-year assessment revision: Questions to cover: How does Aiken present: 1. the character of Bonnie? 2. the character of Miss Slighcarp? 3. ideas about power? 4. the theme of deception? | Core Knowledge – Key Vocabulary (<i>Overall Impression, Inference, Evidence, Analysis</i>) | Week 1 | AMSND: How does Shakespeare present love (as something that causes unhappiness – do you agree) | Core Knowledge – Key Vocabulary (<i>soliloquy, conflict, besotted, unrequited love, prose, blank verse, rhyme</i>) |
| Week 3 | Short Stories: The Diamond Necklace How does De Maupassant present the importance of perception? | Core Knowledge – Key Vocabulary (<i>social class, perception</i>) | Week 2 | Conflict Anthology unit (nonfiction): Refugee Children share their stories (extract from a newspaper article) from week 3 of UL SoW - How does the writer convey their ideas? | Core Knowledge – Key Vocabulary (<i>emotive language, rhetorical questions, pacifism, empathy, isolation, persecution, scandal, sacrifice</i>) | Week 2 | AMSND: How does Shakespeare present Titania and Oberon? (as equally headstrong – agree) | Core Knowledge – Key Vocabulary (<i>soliloquy, stage directions, conflict, changeling, manipulative</i>) |
| Week 4 | Short Stories: A Cup of Tea How does Mansfield initially characterise Rosemary Fell? | Core Knowledge – Key Vocabulary (<i>status, explicit characterisation implicit characterisation, materialistic, social class</i>) | Week 3 | Conflict Anthology unit (nonfiction): Refugee Children share their stories (extract from a newspaper article) from week 3 of UL SoW - How does the writer convey their ideas? | Core Knowledge – Key Vocabulary (<i>emotive language, rhetorical questions, pacifism, empathy, isolation, persecution, scandal, sacrifice</i>) | Week 3 | AMSND: How does Shakespeare present Helena and Lysander’s feelings for each other? | Core Knowledge – Key Vocabulary (<i>infatuated, reciprocate, unrequited love, meddling</i>) |
| Week 5 | Short Stories: A Cup of Tea How does Rosemary Fell treat the young girl (Miss Smith)? | Core Knowledge – Key Vocabulary (<i>disarming, affable, status, archetype, hero</i>) | Week 4 | Conflict Anthology unit (nonfiction): What is Summer’s perspective on wartime childhood evacuation? | Core Knowledge – Key Vocabulary (<i>sacrifice, patriotism, pacifism</i>) | Week 4 | AMSND: How does Shakespeare convey Hermia’s and Helena’s feelings towards each other? | Core Knowledge – Key Vocabulary (<i>conflict, patriarchy, prose, rhyme</i>) |
| Week 6 | Short Stories: A Cup of Tea How does Mansfield characterise Rosemary Fell by the end? | Core Knowledge – Key Vocabulary (<i>jealous, perception, feminism, social class</i>) | Week 5 | Creative Writing: Sentence Openers | Core Knowledge – Key Vocabulary (<i>adjective, adverb, preposition</i>) | Week 5 | AMSND: How does Shakespeare present the theme of gender? Challenge: How is the theme of love represented throughout the play? | Core Knowledge – Key Vocabulary (<i>patriarchal, gender, unrequited love, defy, manipulate, conflict, reciprocate, changeling</i>) |
| Week 7 | Creative Writing: Structure | Core Knowledge – Key Vocabulary (<i>characterisation, Set the Scene, Pathetic Fallacy</i>) | Week 6 | Creative Writing: Sentence Openers | Core Knowledge – Key Vocabulary (<i>adjective, adverb, preposition</i>) | Week 6 | Creative Writing: Misconceptions | Core Knowledge – Key Vocabulary (<i>characterisation, pathetic fallacy, semantic field, juxtaposition</i>) |
| Week 8 | Creative Writing: Structure | Core Knowledge – Key Vocabulary (<i>characterisation, pathetic fallacy</i>) | Week 7 | Conflict Anthology unit (nonfiction): (UL week 5) How does Sassoon's use of language convey his perspective? | Core Knowledge – Key Vocabulary (emotive language, personification, personal responsibility) | Week 7 | Creative Writing: Misconceptions | Core Knowledge – Key Vocabulary (<i>adjective, adverb, preposition multi-clause, semi-colon list</i>) |
| Week 9 | WoWC: How does Aiken characterise Bonnie/ Miss Slighcarp in the passage? | Core Knowledge – Key Vocabulary (<i>gothic, protagonist, antagonist, impetuous, high- spirited, governess, menacing</i>) | Week 8 | Conflict Anthology unit (Poetry): How does Sassoon portray war in ‘Sick Leave’? | Core Knowledge – Key Vocabulary (emotive language, personification, personal responsibility) | Week 8 | End of Year Assessments – Revision Questions to cover: 1. How does Shakespeare present love? (Act 1 Scene 1) 2. How does Shakespeare present Helena? (Act 3 Scene 2) 3. How does Shakespeare present Helena’s and Lysander’s feelings towards each other? (Act 2 Scene 1) | Core Knowledge – Key Vocabulary (<i>all above mentioned</i>) |
| Week 10 | WoWC: How does Aiken characterise Sylvia? CTG: How does Aiken characterise Simon? | Core Knowledge – Key Vocabulary (<i>third person omniscient narrative, third person limited narrative, orphan, cautious, compassionate</i>) | Week 9 | Conflict Anthology unit (Poetry): How does Brook present their ideas? | Core Knowledge – Key Vocabulary (<i>patriotic, idealistic</i>) | Week 9 | End of Year Assessment Independent Practice | Core Knowledge – Key Vocabulary (<i>all above mentioned</i>) |
| Week 11 | WoWC: How does Aiken present the theme of deception in the novel so far? | Core Knowledge – Key Vocabulary (<i>wolfish, rapacious, forger, suspense, symbolism, foreshadowing</i>) | Week 10 | Conflict Anthology unit (Poetry): How does Agard present ideas about war? | Core Knowledge – Key Vocabulary (<i>peace, emotive language, contrast</i>) | Week 10 | The Girl of Ink and Stars: How does Hargrave present the character of Governor Adori in the opening chapters? | Core Knowledge – Key Vocabulary (<i>antagonist, characterisation, myth, callous, cartographer, banishment, governor, labyrinth</i>) |
| Week 12 | WoWC: How does Aiken present the theme of power? | Core Knowledge – Key Vocabulary (<i>tyrant, dehumanise, disempower, indomitable, resilient</i>) | Week 11 | Creative Writing: Sentence forms | Core Knowledge – Key Vocabulary (<i>multi-clause, semi-colon list</i>) | Week 11 | The Girl of Ink and Stars: How does Hargrave use the character of Isabella to explore ideas about gender? | Core Knowledge – Key Vocabulary (<i>resourceful , gender, quest narrative, redemption, ruthless</i>) |
| Week 13 | WoWC: How does Aiken depict the theme of friendship? | Core Knowledge – Key Vocabulary (<i>transcend, class, characterisation</i>) | Week 12 | Creative Writing: Sentence forms | Core Knowledge – Key Vocabulary (<i>multi-clause, semi-colon list</i>) | Week 12 | The Girl of Ink and Stars: How does Hargrave present the character of Ana? Challenge: How does Hargrave present the character of Isabella in chapter 18? | Core Knowledge – Key Vocabulary (<i>integrity, bildungsroman, menacing, ferocious, antagonist, characterisation</i>) |
| Week 14 | Creative Writing: Ambitious Vocabulary | Core Knowledge – Key Vocabulary (<i>pathetic fallacy, semantic field</i>) | | | | | | |
| Week 15 | Creative Writing: Ambitious Vocabulary | Core Knowledge – Key Vocabulary (<i>pathetic fallacy, semantic field, juxtaposition</i>) | | | | | | |
| Assessment | Mid-Year – UL Assessment | | | | | | | |