

**Barnsley Academy – Year 7 English Curriculum Overview 2023-24**

Autumn Term			Spring Term			Summer Term		
	Class Focus	Homework		Class Focus	Homework		Class Focus	Homework
Week 1	<b>Treasure Island:</b> How does Stevenson characterise Billy Bones in the exposition?	Core Knowledge – Key Vocabulary ( <i>protagonist, first person narrative, exposition, explicit characterisation, implicit characterisation</i> )	Week 1	<b>Conflict Anthology unit (nonfiction):</b> 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>personal account, refugee, perspective, democracy, fascism, patriotism</i> )	Week 1	<b>AMSND:</b> 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 2	<b>Treasure Island:</b> How far does Stevenson present Jim as an archetypal hero?	Core Knowledge – Key Vocabulary ( <i>heroism, heroic, archetype, traits</i> )	Week 2	<b>Conflict Anthology unit (nonfiction):</b> What is Summer’s perspective on wartime childhood evacuation?	Core Knowledge – Key Vocabulary ( <i>emotive language, rhetorical questions, pacifism, empathy, isolation, persecution, scandal, sacrifice</i> )	Week 2	<b>AMSND:</b> How does Shakespeare present Titania and Oberon? (as equally headstrong – agree)	Core Knowledge – Key Vocabulary ( <i>soliloquy, stage directions, conflict, changeling, manipulative</i> )
Week 3	<b>Treasure Island:</b> How does Stevenson initially characterise Long John Silver?	Core Knowledge – Key Vocabulary ( <i>disarming, affable, explicit characterisation implicit characterisation</i> )	Week 3	<b>Conflict Anthology unit (nonfiction):</b> (UL week 5) How does Sassoon’s use of language convey his perspective?	Core Knowledge – Key Vocabulary ( <i>sacrifice, patriotism, pacifism</i> )	Week 3	<b>AMSND:</b> How does Shakespeare present Helena and Lysander’s feelings for each other?	Core Knowledge – Key Vocabulary ( <i>infatuated, reciprocate, unrequited love, meddling</i> )
Week 4	<b>Treasure Island:</b> What is foreshadowing and how does Stevenson use it in his novel?	Core Knowledge – Key Vocabulary ( <i>antagonist, foreshadowing, conflict</i> )	Week 4	<b>Conflict Anthology unit (Poetry):</b> How does Sassoon portray war in ‘Sick Leave’?	Core Knowledge – Key Vocabulary ( <i>emotive language, personification, personal responsibility</i> )	Week 4	<b>AMSND:</b> How does Shakespeare convey Hermia’s and Helena’s feelings towards each other?	Core Knowledge – Key Vocabulary ( <i>conflict, patriarchy, prose, rhyme</i> )
Week 5	<b>Creative Writing:</b> Structure	Core Knowledge – Key Vocabulary ( <i>characterisation, Set the Scene, Pathetic Fallacy</i> )	Week 5	<b>Creative Writing:</b> Sentence openers	Core Knowledge – Key Vocabulary ( <i>adverb, adjective, preposition</i> )	Week 5	<b>AMSND:</b> How does Shakespeare present the theme of gender?	Core Knowledge – Key Vocabulary ( <i>patriarchal, gender, unrequited love, defy, manipulate, conflict, reciprocate, changeling</i> )
Week 6	<b>Creative Writing:</b> Structure	Core Knowledge – Key Vocabulary ( <i>Flashback, catalyst, dialogue</i> )	Week 6	<b>Creative Writing:</b> Sentence openers	Core Knowledge – Key Vocabulary ( <i>subordinate clause, subordinate simile</i> )	Week 6	<b>AMSND:</b> How is the theme of love represented throughout the play?	Core Knowledge – Key Vocabulary ( <i>rhymed verse, reciprocated, unrequited love, patriarchal, besotted, infatuated, manipulated, meddling</i> )
Week 7	<b>WoWC:</b> 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 7	<b>Conflict Anthology unit (Poetry):</b> How does Brook present their ideas?	Core Knowledge – Key Vocabulary ( <i>patriotic, idealistic</i> )	Week 7	<b>Creative Writing:</b> Sentence openers and forms	Core Knowledge – Key Vocabulary ( <i>simple, compound, complex</i> )
Week 8	<b>WoWC:</b> How does Aiken characterise Sylvia? <b>Closing the Gap EM:</b> How does Aiken characterise Simon?	Core Knowledge – Key Vocabulary ( <i>third person omniscient narrative, third person limited narrative, orphan, cautious, compassionate</i> )	Week 8	<b>Conflict Anthology unit (Poetry):</b> How does Agard present ideas about war?	Core Knowledge – Key Vocabulary ( <i>peace, emotive language, contrast</i> )	Week 8	<b>Creative Writing:</b> focus on misconceptions – punctuation, sentence forms/openers, ambitious vocabulary	Core Knowledge – Key Vocabulary ( <i>multi-clause, semi-colon list</i> )
Week 9	<b>WoWC:</b> 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 9	<b>Creative Writing:</b> Sentence forms	Core Knowledge – Key Vocabulary ( <i>simple, compound, complex</i> )	Week 9	<b>Creative Writing and AMSND:</b> Independent Practice	Core Knowledge – Key Vocabulary ( <i>all above mentioned</i> )
Week 10	<b>WoWC:</b> How does Aiken present the theme of power?	Core Knowledge – Key Vocabulary ( <i>tyrant, dehumanise, disempower, indomitable, resilient</i> )	Week 10	<b>Creative Writing:</b> Sentence forms	Core Knowledge – Key Vocabulary ( <i>multi-clause, semi-colon list</i> )	Week 10	<b>The Girl of Ink and Stars:</b> 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 11	<b>WoWC:</b> How does Aiken depict the theme of friendship?	Core Knowledge – Key Vocabulary ( <i>transcend, class, characterisation</i> )				Week 11	<b>The Girl of Ink and Stars:</b> 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 12	<b>Creative Writing:</b> Ambitious Vocabulary	Core Knowledge – Key Vocabulary ( <i>gothic, emotive language</i> )				Week 12	<b>The Girl of Ink and Stars:</b> How does Hargrave present the character of Ana?	Core Knowledge – Key Vocabulary ( <i>integrity, bildungsroman, menacing, ferocious, antagonist, characterisation</i> )
Week 13	<b>Creative Writing:</b> Ambitious Vocabulary	Core Knowledge – Key Vocabulary ( <i>characterisation, pathetic fallacy</i> )				Week 13	<b>The Girl of Ink and Stars:</b> How does Hargrave present the character of Isabella in chapter 18?	Core Knowledge – Key Vocabulary ( <i>resilience, resourceful, heroic, archetype, traits, redemption</i> )
Week 14	<b>WoWC:</b> Independent Practice	Core Knowledge – Key Vocabulary ( <i>implicit and explicit characterisation, foreshadowing</i> )				Week 14	<b>The Girl of Ink and Stars:</b> How does Hargrave use symbolism to explore wider ideas in the novel? /explore power?	Core Knowledge – Key Vocabulary ( <i>symbolism, theme, colonialism, subjugated, tyrant (recap), coercive</i> )
Week 15	<b>Creative Writing:</b> Independent Practice	Core Knowledge – Key Vocabulary ( <i>characterisation, pathetic fallacy, catalyst</i> )						
Assessment	<b>Mid-Year – UL Assessment</b>		Assessment			Assessment	<b>End of Year – UL Assessment</b>	