Barnsley Academy – Year 7 English Curriculum
Scheme of Work – 2023-24

	Term 1 Week 1		
	1	**2**	**3**
Lesson Focus	**Reading and Understanding:** What is the context of the novel 'Treasure Island' and what happens in Chapter 1 and 2? - Present developed ideas about the text - Use a range of appropriate subject terminology/ vocabulary specific to the genre/ text type	**Analysis:** How does Stevenson characterise Billy Bones in the exposition? - Present developed ideas about the text - **Clearly explain the impact of the writer's method(s), making links between different parts of the text** - Select a range of appropriate evidence / references from the text to support ideas, which are integrated into the response - Use a range of appropriate subject terminology/ vocabulary specific to the genre/ text type	**Weekly Question:** How does Stevenson characterise Billy Bones in the exposition? - Present developed ideas about the text - Clearly explain the impact of the writer's method(s), making links between different parts of the text - Select a range of appropriate evidence / references from the text to support ideas, which are integrated into the response - Use a range of appropriate subject terminology/ vocabulary specific to the genre/ text type
Prerequisite Knowledge	**Pupils should be able to recall on the following prerequisite knowledge from KS2 regarding context and comprehension of Literature:** - read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways books from other cultures and traditions modern fiction. - identify and discuss themes and conventions in and across a wide range of writing. - make comparisons within and across books.	**Pupils should be able to recall on the following prerequisite knowledge from KS2 regarding inference and analysis of texts read:** Understanding a writers' intentions within a text by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - asking questions to improve their understanding. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - predicting what might happen from details stated and implied. - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - identifying how language, structure and presentation contribute to meaning. - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - provide reasoned justifications for their views.	**Pupils should be able to recall on the following prerequisite knowledge from KS2 regarding forming a response:** - identify and discuss themes and conventions in and across a wide range of writing. Understanding a writers' intentions within a text by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - asking questions to improve their understanding. - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - predicting what might happen from details stated and implied. - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - identifying how language, structure and presentation contribute to meaning. - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - provide reasoned justifications for their views.
Core Knowledge	**Key Vocabulary and Terminology:** pirate, eccentric, irascible, exposition, first person narrative, protagonist Context - Pirates	**Key Vocabulary and Terminology:** explicit characterisation, implicit characterisation, analysis, inference, connotations.	**Key Vocabulary and Terminology:** archetypal, pirate, protagonist, exposition, explicit characterisation, implicit characterisation.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	N/A – core knowledge lesson	**Quotation Dissection** **3 Question Approach to Analysis:** 1. **What does the language mean?** 2. **What are the connotations / associations?** 3. **What ideas does it create in this context?**	**Expert Model Question:** **How does Stevenson characterise Billy Bones in the exposition?** **Independent Practice Question: N/A – continuation of expert model** **Strategy:** - Expert Model and Independent Practice - Plan response, chunking each section (OI, S1, S2, S3 of each KF), modelling each step of process and allowing students to complete their independent step successfully directly after Expert Model. - Write Thought Process for initial response, using as guide for talking through process in Expert Model and for scaffold for students in Independent Practice. - Expert Model each step of initial response, chunking each section **Thought Process:** **Overall Impression:** - HOW the focus of the question has been presented throughout the text **STEP 1: Inference:** - Refer to your plan. - Use a time preposition to introduce your first point. *In the exposition…* - Summarise what you have inferred (worked out) about the character/theme at this point in the text. **STEP 2: Evidence** - Introduce the evidence that proves this. Add context – When? Who is it being said to? What is happening? **STEP 3: Analysis** -Use quotation cards for analysis - Start with **Big Method** and explore the impact. - Develop this idea with Word Level Analysis. Consider **Meaning, Connotations** and **Use in Context**.
Independent Practice	Comprehension questions linked Use comprehension questions as targeted questions to check on the spot understanding, rather than writing answers in books – utilise TLAC strategies for questioning	**Agreed quotations:** KF1: Archetypal Pirate 'a tall strong, heavy nut-brown man' 'sabre cut' 'ragged and scarred' KF2: Relentless, persistent, 'All day he hung round the cove or upon the cliffs with a brass telescope' 'Every day… he would ask if any seafaring men had gone along the road' KF3: Devious, sly, 'when a seaman did put up at the Admiral Benbow Inn… he was always sure to be quiet as a mouse'	
Assessment (Informal/Formal)	**Review:** Check for understanding – comprehension questions when reading. Core Knowledge review at the end of the lesson, this will inform Do Now for the following lesson.	**Circulation:** Check understanding of Procedural Knowledge (identifying language used linked to characterisation) **Live feedback:** Focusing on known gaps in knowledge – Overall Impression and STEP 3 analysis 3 question approach to analysis. **Self-assessment:** STEPS labelled and colour coded clearly, highlight where students have linked to focus of the question.	**Circulation:** Check understanding of Procedural Knowledge (Overall Impression, STEP paragraphs) **Live feedback:** Focusing on known gaps in knowledge – Overall Impression and STEP 3 analysis. **Self-assessment:** STEPS labelled and colour coded clearly, highlight where students have linked to focus of the question and use of key vocabulary and terminology.
Resources	Knowledge Organiser Context - Pirates Comprehension questions linked	Knowledge Organiser UL Example Lesson – use as guide only	Knowledge Organiser UL Example Lesson – use as guide only
Specific SEN(D)/EAL support	**Modelling:** Always handwritten under the visualiser in blue books. **Resources:** All resources printed on blue paper for specific students – including quotation cards and plans. **Strategy:** Agreed systematic approach to every essay question – consistent across all groups meaning Procedural Knowledge remains the same every response. **Resources:** Plans, quotations and analysis provided to support students at the beginning of each topic. **Difficult Content:** ANC link made aware prior to lesson (e.g., violent or sexual content).	**Modelling:** Always handwritten under the visualiser in blue books. **Resources:** All resources printed on blue paper for specific students – including quotation cards and plans. **Strategy:** Agreed systematic approach to every essay question – consistent across all groups meaning Procedural Knowledge remains the same every response. **Resources:** Plans, quotations and analysis provided to support students at the beginning of each topic. **Difficult Content:** ANC link made aware prior to lesson (e.g., violent or sexual content)..	**Modelling:** Always handwritten under the visualiser in blue books. **Resources:** All resources printed on blue paper for specific students – including quotation cards and plans. **Strategy:** Agreed systematic approach to every essay question – consistent across all groups meaning Procedural Knowledge remains the same every response. **Resources:** Plans, quotations and analysis provided to support students at the beginning of each topic. **Difficult Content:** ANC link made aware prior to lesson (e.g., violent or sexual content)..