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 'Dracula' and what happens in Chapter 2 to 4? (exposition of the play) The student can present an idea/ ideas about the text and give reasons/evidence for the idea(s) which form a developed and coherent response.	**Analysis:** How does Stoker use language to characterize Count Dracula in Chapter 2 to 4? - The student can present an idea/ ideas about the text and give reasons/evidence for the idea(s) which form a developed and coherent response. - The student can provide a detailed explanation of the impact of the writer's method(s), making links between different parts of the text - The student can select a range of relevant evidence/ references from different parts of the text to support ideas, integrated into the response and linked together - The student can use a range of appropriate subject terminology/ vocabulary specific to the genre/ text type and specifically refers to the writer's intent	**Weekly Question:** How does Stoker use language to characterize Count Dracula in Chapter 2 to 4? - The student can present an idea/ ideas about the text and give reasons/evidence for the idea(s) which form a developed and coherent response. - The student can provide a detailed explanation of the impact of the writer's method(s), making links between different parts of the text - The student can select a range of relevant evidence/ references from different parts of the text to support ideas, integrated into the response and linked together - The student can use a range of appropriate subject terminology/ vocabulary specific to the genre/ text type and specifically refers to the writer's intent
Prerequisite Knowledge	Gothic conventions – **Wolves of Willoughby chase** Setting – **Treasure Island, Wolves of Willoughby Chase** Narrative Voice - **Treasure Island, Wolves of Willoughby Chase** Symbolism - **Treasure Island, Wolves of Willoughby Chase** Foreshadowing - **Treasure Island, Wolves of Willoughby Chase**	Gothic conventions – **Wolves of Willoughby chase** Setting – **Treasure Island, Wolves of Willoughby Chase** Narrative Voice - **Treasure Island, Wolves of Willoughby Chase** Symbolism - **Treasure Island, Wolves of Willoughby Chase** Foreshadowing - **Treasure Island, Wolves of Willoughby Chase**	Gothic conventions – **Wolves of Willoughby chase** Setting – **Treasure Island, Wolves of Willoughby Chase** Narrative Voice - **Treasure Island, Wolves of Willoughby Chase** Symbolism - **Treasure Island, Wolves of Willoughby Chase** Foreshadowing - **Treasure Island, Wolves of Willoughby Chase**
Core Knowledge	**Key Vocabulary and Terminology:** characterisation, exposition, mood, Gothic fiction, literary conventions, epistolary novel, superstition, supernatural, atmospheric Context lesson of Dracula	**Key Vocabulary and Terminology:** explicit characterisation, implicit characterisation, analysis, inference, connotations characterisation, exposition, mood, Gothic fiction, literary conventions, epistolary novel, superstition, supernatural, atmospheric	**Key Vocabulary and Terminology:** explicit characterisation, implicit characterisation, analysis, inference, connotations characterisation, exposition, mood, Gothic fiction, literary conventions, epistolary novel, superstition, supernatural, atmospheric
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 Stoker use language to characterize Count Dracula in Chapter 2? **Independent Practice Question:** How does Stoker use language to characterize Count Dracula in Chapter 3 to 4? **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.
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: **Inferences:** **KF1:** inhuman and malevolent "The mouth…was …rather cruel-looking, with peculiarly sharp white teeth" "The nails were long and fine, and cut to a sharp point." **KF2:** macabre and grotesque "When the Count saw my face, his eyes blazed with a sort of demoniac fury, and he suddenly made a grab at my throat." "deep, burning eyes" **KF3:** repulsive and macabre figure "It seemed as if the whole awful creature were simply gorged with blood." "He lay like a filthy leech, exhausted with his repletion"	- 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**.
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 Comprehension questions linked	Knowledge Organiser UL Example Lesson – use as guide only	Knowledge Organiser UL Example Lesson – use as guide only Agreed Expert Model
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)..