


Westfield Academy - Curriculum Information

In year 7 English, students are introduced to the expectations of Secondary School English. The year begins with students examining myths and legends and considering the moral messages behind texts, engaging with the bigger picture. Students then examine the story of redemption in 'A Christmas Carol' before moving on to learning about comedic generic conventions in Shakespeare's 'A Midsummer Night's Dream'. Later in the year, students refine their knowledge of what poetry is and how poems are put together to manufacture a persona. The year ends by studying the dystopian text-world in 'The Hunger Games'. This unit requires students to refine their writing skills and emulating the style of Katniss' narration.

English

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| Head of Department | C Black |  |
| Head of Department email | cbl@westfield.academy | |
| Lessons per 2 week cycle | 7 across 2 weeks | |
| Specification/Board details/Key stage | Key stage 3 | |

Term by term

| Autumn 1 | Autumn 2 | Spring 1 |
|---------------------------------|-------------------|---------------------------|
| Myths and Legends | A Christmas Carol | A Midsummer Night's Dream |
| Spring 2 | Summer 1 | Summer 2 |
| Introduction to Poetic Personas | The Hunger Games | The Hunger Games |

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| Key Skills developed | The year 7 curriculum equips students with reading and writing skills. The majority of the year 7 curriculum sees students developing their reading comprehension skills, beginning with getting students to learn how to engage with the big ideas in a text. There is an emphasis on learning new vocabulary to support students' ability to make accurate interpretations of texts. Students learn how to use textual details to make their interpretations convincing and well informed. Later in the year students develop their writing skills. They learn the conventions of dystopian writing and then attempt to evoke and emulate that in their own writing. |
| Useful Websites | BBC Bitesize YouTube |

| Reading/Literacy requirements /Key Words | <table> <tr> <th>Key word</th><th>Definition</th></tr> <tr> <td>Protagonist</td><td>The principal character in a literary work</td></tr> <tr> <td>Antagonist</td><td>The character or force that opposes the protagonist</td></tr> <tr> <td>Misanthropic</td><td>Having or showing a dislike of other people; unsociable.</td></tr> <tr> <td>Redemption</td><td>A type of character development in which a bad or morally grey character turns into a good person by the end of the story</td></tr> <tr> <td>Comedy</td><td>A branch of drama that deals with everyday life and humorous events, intended to amuse and entertain.</td></tr> <tr> <td>Persona</td><td>The narrative voice an author adopts, usually through a first-person narrator. It refers to the characteristics one individual presents to another in order to influence the others perception of them.</td></tr> <tr> <td>Enjambment</td><td>In verse, the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.</td></tr> <tr> <td>Dystopian</td><td>Relating to or denoting an imagined state or society where there is great suffering or injustice.</td></tr> <tr> <td>Totalitarian</td><td>Relating to a system of government that is centralised and dictatorial and requires complete subservience to the state.</td></tr> <tr> <td>Emulate</td><td>To emulate is to imitate and model yourself after someone.</td></tr> </table> | Key word | Definition | Protagonist | The principal character in a literary work | Antagonist | The character or force that opposes the protagonist | Misanthropic | Having or showing a dislike of other people; unsociable. | Redemption | A type of character development in which a bad or morally grey character turns into a good person by the end of the story | Comedy | A branch of drama that deals with everyday life and humorous events, intended to amuse and entertain. | Persona | The narrative voice an author adopts, usually through a first-person narrator. It refers to the characteristics one individual presents to another in order to influence the others perception of them. | Enjambment | In verse, the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza. | Dystopian | Relating to or denoting an imagined state or society where there is great suffering or injustice. | Totalitarian | Relating to a system of government that is centralised and dictatorial and requires complete subservience to the state. | Emulate | To emulate is to imitate and model yourself after someone. |
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| Homework requirements | Students will be set homework via Google Classroom amounting to 30 minutes per week. | | | | | | | | | | | | | | | | | | | | | | |
| Personal Development Links | In myths and legends we examine moral messages and how some stories are meant to instruct us. We examine what those messages are and how relevant they remain. In A Christmas Carol students get the opportunity to engage with concepts such as lack of empathy, the importance of | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>human connection, the negative consequences of greed and the generous spirit of Christmas. By the time we get to Shakespeare, students benefit from discussions around the pain surrounding unrequited love and the comedy that can result from errors. In regards to poetry, students take advantage of chances to discuss different personas and their conflicted attitudes over issues such as class and race. For our dystopian unit, students enjoy scrutinising the extremes that exist in dystopian societies as well as how governments establish and maintain control over their citizens. We also examine the ethics around making violence entertainment - whether in ancient Rome or some imagined future society.</p> |
| Trips/Visits (If applicable) | <p>In the past we have benefitted from getting visiting theatre groups to perform A Christmas Carol in our school hall. Where possible we look for opportunities like this to occur again.</p> |