

Year 7 Programme of Study 2020-21

The rationale for content choices and curriculum sequencing

Content

4 weeks (transition work- reading and writing skills)

Charlie and the Chocolate Factory

After the long break, (summer/lockdown) this 4 week scheme reintroduces students to key skill in English using a well-known author and his stories. This should give new starters confidence and comfort in the familiar. Scheme aims to cover key skills such as retrieval, active reading, exploring word choice and transferring skills to writing e.g. using appropriate word choice, writing to describe etc.

'Fabulous fiction': Paper 1 (Language)

- To introduce students to a wide range of different literature from across different eras and cultures.
- To introduce/revise key genres in literature e.g. myths, oral traditions etc so as to encourage them to be readers with a range of knowledge about different types of literature.
- To provide opportunities for students to access literature from different cultures/eras and to interest and engage them in such texts, many providing opportunities for discussion about themes and issues still relevant today, as well as opportunities to improve cultural capital.

Author's Craft: The Victorian Era

- To introduce the 19th century historical context to students in order to support their understanding of other texts from this era;
- To provide an opportunity to read texts that will foster an interest in and appreciation of students' British literary heritage;
- To encourage students to explore how this period shaped our society as a way of helping students develop a critical understanding of the world and cultural environment in which they live.

Shakespeare: *'The Merchant of Venice'*

- To introduce the 16th/17th century historical context to students in order to support their understanding of other texts from this era, particularly Shakespearean drama;
- To provide an opportunity to read a text that will foster an interest in and appreciation of students' British literary heritage;
- To encourage students to explore how diversity of race and religion has been interpreted in different time periods and contexts as a way of helping students develop a critical understanding of the world and cultural environment in which they live;
- To foster interest in discussions on how discrimination affects people of different races and religions and the significant lessons that can be learnt from various cultural experiences.

Sequencing

Schemes have been organised to increase in difficulty (both the language and topics discussed) to ensure that pupils have plenty of early opportunities to develop confidence and resilience in tackling difficult texts.

Assessments may/will move due to the current situation and the lack of library facilities. For each KS3 year group, the library is unavailable and so 'reading' lessons have been introduced. Instead of asking students to read for the whole period, as would be facilitated by being in the library environment, (changing books, perusing books, taking AR quizzes etc), students are given a class reader and staff will read with, and to, them for some part (possibly all) of that lesson, leaving some time for them to read their own book (or indeed the class reader).