

Year 7 English	
English Literature Through Time	
Learning Objectives	
- To consider the importance of studying English Literature Through Time - To understand key literary terminology - To explore the influence of Greek mythology on English Literature - To understand the myth of Hercules and to consider why he is heroic - To practice creative writing inspired by Greek mythology - To understand the myth of Orpheus and Eurydice - To explore the context of Anglo-Saxon literature - To practice analysing an extract from Beowulf - To understand the legend of The Giant's Causeway - To understand the conventions of Medieval Literature and the importance of Chaucer's Canterbury Tales - To practise analysing the Canterbury Tales - To practise narrative writing skills - To explore the legend of King Arthur - To analyse the character of Robin Hood - To practise analytical writing skills - To understand the context of the Renaissance era - To understand the influence of key play writers Marlowe and Shakespeare - To practise analysing Shakespearean language - To explore the context of the Romantics and Romantic poetry - To practise analysing the works of Wordsworth, Coleridge and Blake - To consider the influence of the fairytale's genre - To analyse the antagonist of the witch in Hansel and Gretel - To explore the influence of Women in Literature, including Jane Austen and Mary Shelley - To understand the context of the Victorian Era - The explore the works of Charles Dickens - To write creatively inspired by A Christmas Carol - To explore writing of the Edwardian era - To consider the importance of war literature with a focus on Wilfred Owen - To understand the genres of fantasy and dystopia and their use in modern literature	
What previous knowledge is required?	
Students will have a range of foundational knowledge from primary school. Students may have studied previous works of literature or literary figures and historical eras throughout British history. Students also will have a foundational knowledge of language and literary devices, but this may be varied.	
How will this term's content help with future learning?	
The study of English Literature Through Time provides an important bridge between Key Stage 2 and Key Stage 3, as well as GCSE Literature. The unit develops the disciplinary knowledge and analytical skills that students will require for the study of GCSE texts, particularly through: - close analysis of language and structure; - exploration of character development across a whole text; - understanding how context influences a writer's choices; - evaluating the effects of literary methods; - constructing extended analytical responses using evidence. - an understanding of key contextual periods throughout English Literature	

The chronological order of the unit aims to provide students with an understanding of how English Literature has evolved over time and have a foundational knowledge of the key contextual periods studied throughout their time at Cornwallis Academy.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Plot retelling rather than analysis.

Students often describe events instead of explaining how the writer creates meaning.

-Identifying techniques without discussing their effects.

Learners may recognise methods such as personification or metaphors but require support to explain their impact on the reader.

-Older literature is boring

Students will develop an understanding of literature throughout time and study a range of different myths, legends, fairytales and literary figures to inspire their study of English

-Context as an 'add-on'.

Rather than bolting on contextual information, students will learn to integrate context naturally into their analysis.

-Confusing chronological order of literary periods

Students will explore the unit in chronological order to support their understanding of key contextual periods across time

National Curriculum / Specification

The scheme of work will reflect the skills and assessment objectives required for GCSE English Literature and English Language by developing students' ability to:

- maintain a critical and exploratory style;
- develop informed personal responses supported by textual references;
- analyse literary methods and their effects;
- understand the relationship between the text and its historical and cultural context;
- communicate ideas clearly, accurately and coherently in extended writing.
- understand the chronological order of key literary time periods and literary figures

Ultimately, the study of English Literature Through Time aims to foster an appreciation of literature and an understanding of key literary figures and time periods across British history whilst equipping students with the knowledge, analytical skills and cultural capital required for success at Key Stage 4 and beyond.

Introduction to Shakespeare

Learning Objectives

- To learn about and understand who William Shakespeare was
- To learn about the Globe Theatre
- To identify features of theatre experiences during Elizabethan times
- To practise writing persuasively
- To develop understanding of plot and character
- To explore Shakespearean language
- To write in the voice of Hermia, showing empathy and creativity
- To be able to successfully comment on Shakespeare's choice of language
- To read and understand a short extract from a Shakespearean play
- To use Shakespearean features to create an original character
- To practise descriptive writing skills
- To use a range of persuasive techniques in our own writing and speaking skills

What previous knowledge is required?

Students will have already developed a foundation and have previous knowledge in identifying and analysing language devices and structural features, exploring character, theme and setting within a text, supporting ideas with textual evidence, understanding writer's purpose and audience and writing structured analytical paragraphs (e.g. PEE/PEA).

Students will have an understanding of the historical context of the Elizabethan era from the English Literature Through Time unit, and a foundational understanding of Shakespeare as a key literary figure.

How will this term's content help with future learning?

The study of an Introduction to Shakespeare provides an important bridge between Key Stage 3 and GCSE Literature. The unit develops the disciplinary knowledge and analytical skills that students will require for the study of GCSE texts, particularly through:

- close analysis of language and structure;
- exploration of character development across a whole text;
- understanding how Elizabethan context influences Shakespeare's choices;
- evaluating the effects of literary methods;
- constructing extended analytical responses using evidence.
- an understanding of play format and key playscript terminology

The aim of the unit is to introduce Shakespeare as a key literary figure and explore a range of his plays focusing on plot, character and setting. Furthermore, students will learn key terminology associated with Shakespeare and his works that will prepare students for further study of Shakespeare across KS3 and GCSE Literature.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Plot retelling rather than analysis.

Students often describe events instead of explaining how the writer creates meaning.

-Identifying techniques without discussing their effects.

Learners may recognise methods such as personification or metaphors but require support to explain their impact on the reader.

-Shakespearean language is too difficult

Students will develop an understanding of Shakespearean language and conventions and build the skills to analyse Shakespearean language

-Context as an 'add-on'.

Rather than bolting on contextual information, students will learn to integrate context naturally into their analysis.

-Confusing Act and Scene numbers, and the difference between dialogue and stage directions

Students will understand how to find Acts and Scenes in a play and play script conventions such as stage directions and asides

National Curriculum / Specification

The scheme of work will reflect the skills and assessment objectives required for GCSE English Literature by developing students' ability to:

- maintain a critical and exploratory style;
- develop informed personal responses supported by textual references;
- analyse Shakespeare's methods and their effects;
- understand the relationship between Shakespeare's plays and their historical and cultural context;
- communicate ideas clearly, accurately and coherently in extended writing.

Ultimately, an Introduction to Shakespeare aims to foster an appreciation of Shakespeare's enduring relevance whilst equipping students with the knowledge, analytical skills and cultural capital required for success at Key Stage 4 and beyond.

Oliver Twist

Learning Objectives

- To explore and understand the Victorian era
- To continue to understand the context of Victorian England
- To explore the life of Charles Dickens
- To explore the child protagonist Oliver Twist
- To write descriptively inspired by Oliver Twist
- To explore how Oliver Twist and the orphans are presented as vulnerable
- To explore how adults are presented as corrupt in Oliver Twist
- To explore the characterisation of Oliver and Noah
- To explore how the character Oliver Twist has changed so far
- To explore the use of dialect and the presentation of Dodger
- To analyse the character of Fagin
- To analyse the characters of Mr Brownlow and Fagin
- To practise non-fiction writing inspired by the events of Oliver Twist
- To practise writing creatively inspired by Oliver Twist
- To explore the character of Bill Sikes
- To explore Oliver's feelings at Mr Brownlow's house
- To consider the structure of the novel so far
- To explore how Oliver is manipulated in Chapter 15
- To analyse how Oliver is manipulated by Bill Sikes
- To understand which characters are victims and villains
- To explore how the Maylies are presented in Chapter 19
- To explore how tension is heightened in Chapter 20
- To explore how Nancy is presented in Chapter 21
- To understand the features of letter writing
- To understand how crimes were punished in the Victorian Era and what happens to Dodger in Chapter 22
- To explore how Bill is presented as brutal in Chapter 23
- To understand the key features of a newspaper article
- To explore the ending of Oliver Twist
- To analyse the character of Oliver Twist throughout the novel
- To create a storyboard for Oliver Twist
- To practice analysing language in Oliver Twist
- To debate what the consequence for Fagin's actions should be
- To watch the film Oliver Twist understanding an alternative interpretation
- To write a review of the film version of Oliver Twist

What previous knowledge is required?

Students will have already developed a foundation and have previous knowledge in identifying and analysing language devices and structural features, exploring character, theme and setting within a text, supporting ideas with textual evidence, understanding writer's purpose and audience and writing structured analytical paragraphs (e.g. PEE/PEA).

Students will also have encountered Charles Dickens and the context of the Victorian era through their teaching at primary school, but also through the English Literature Through Time unit.

How will this term's content help with future learning?

The study of *Oliver Twist* provides an important bridge between Key Stage 3 and GCSE Literature. The unit develops the disciplinary knowledge and analytical skills that students will require for the study of 19th century GCSE texts, particularly through:

- close analysis of language and structure;

- exploration of character development across a whole text;
- understanding how Victorian context influences Dicken's choices;
- evaluating the effects of literary methods;
- constructing extended analytical responses using evidence.
- an understanding of novel format and key terminology such as plot, character, setting and chapter

The aim of the unit is to introduce Dickens as a key literary figure and explore *Oliver Twist* focusing on plot, character and setting, and its enduring relevance in modern day society. Furthermore, students will learn key terminology and themes associated with the Victorian era which will prepare students for further study of 19th Century literature across KS3 and GCSE Literature.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Plot retelling rather than analysis.

Students often describe events instead of explaining how the writer creates meaning.

-Identifying techniques without discussing their effects.

Learners may recognise methods such as personification or metaphors but require support to explain their impact on the reader.

- Charles Dickens' work is boring and irrelevant

Students will develop an understanding of Charles Dicken's enduring relevance as a key literary figure, and explore the text of *Oliver Twist* as a great work of fiction

-Context as an 'add-on'.

Rather than bolting on contextual information, students will learn to integrate context naturally into their analysis. Students will build their knowledge of the Victorian era and how Victorian writers were influenced by events and cultural context.

National Curriculum / Specification

The scheme of work will reflect the skills and assessment objectives required for GCSE English Literature by developing students' ability to:

- maintain a critical and exploratory style;
- develop informed personal responses supported by textual references;
- analyse literary methods and their effects;
- understand the relationship between Victorian writers and their historical and cultural context;
- communicate ideas clearly, accurately and coherently in extended writing.

Ultimately, a study of *Oliver Twist* aims to foster an appreciation of Dickens' enduring relevance whilst equipping students with the knowledge, analytical skills and cultural capital required for success at Key Stage 4 and beyond.

Identity Poetry

Learning Objectives

- To understand the theme of identity
- To consider how writers convey the theme of identity through poetry
- To understand key poetic conventions and devices
- To explore and analyse a range of poems on the theme of identity
- To practise analytical skills
- To practise creative writing skills on the theme of identity

What previous knowledge is required?

Students will have already developed a foundation and have previous knowledge in identifying and analysing language devices and structural features, exploring character, theme and setting within a text, supporting ideas with textual evidence, understanding writer's purpose and audience and writing structured analytical paragraphs (e.g. PEE/PEA).

Students will also have encountered poetry through their primary experience; however, this may be varied so the unit aims to provide a foundational knowledge of poetry and key poetic terms within the theme of identity.

How will this term's content help with future learning?

The study of Identity Poetry provides an important bridge between Key Stage 3 and GCSE Literature. The unit develops the disciplinary knowledge and analytical skills that students will require for the study of GCSE poetry, particularly through:

- close analysis of poetic language and structure;
- exploration of voice and narrative within a poem;
- understanding how a poet's context influences their choices;
- evaluating the effects of poetic methods and terminology;
- constructing extended analytical responses using evidence.
- exploration of the theme of identity

The aim of the unit is to introduce students to poetry and key poetic terminology within the theme of identity and build an appreciation for the form of poetry and its enduring relevance as a literary form.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

- Identifying poetic techniques without discussing their effects.

Learners may spot poetic devices such as metaphor or personification but need support in explaining how they shape meaning.

-Assuming every poem rhymes.

Students will explore a wide range of poems, including a range of poetic structures and devices

-Treating context as separate from analysis.

Rather than adding contextual information mechanically, students will learn to integrate it naturally into their interpretations.

-Focusing only on poetic language.

Students will learn that poetic form and structure are equally important in shaping the reader's response.

-The difference between the poet and the speaker

Students will develop an understanding of the difference between the poet themselves and the speaker/voice

National Curriculum / Specification

The scheme of work will reflect the skills and assessment objectives required for KS3 and for GCSE English Literature by developing students' ability to:

- maintain a critical and exploratory style;
- develop informed personal responses supported by textual references;
- analyse poetry and poetic conventions and devices;
- explore the theme of identity within poetry
- understand the relationship between a poem and its historical and cultural context;
- communicate ideas clearly, accurately and coherently in extended writing.

Ultimately, the study of Identity Poetry aims to foster an appreciation of poetry, poetic devices and conventions, and poetry's enduring relevance whilst equipping students with the knowledge, analytical skills and cultural capital required for success at Key Stage 4 and beyond.