Year 7 English

Long Term Plan 2022/2023

|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
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| Cycle 1 | **W/C 05/09** | **W/C 12/09** | **W/C 19/09** | **W/C 26/09** | **W/C 3/10** | **W/C 10/10** | **W/C 17/10** | **W/C 31/10** | **W/C 7/11** | **W/C 14/11** | **W/C 21/11** | **W/C 28/11** | **W/C 5/12** |
| *INSET 1st / 2nd* |  |  |  |  |  |  |  |  | *Data/Planning Days 17th 18th* |  |  |  |
|  | **Greek Myths: Origins**The Myth of PrometheusHow were the gods and human kind presented? | **Greek Myths: Origins**The Myth of PandoraHow is Pandora presented as alluring? | **Greek Myths: Malevolent Monsters:**Myth of MedusaHow does the writer structure the myth? | **Greek Myths: Malevolent Monsters:**The Myth of the MinotaurEvaluating Theseus (reading checkpoint) | **Greek Myths: Monsters / Mythical Heroes**(reading checkpoint)DIRT on reading / evaluation | **Greek Myths: Mythical Heroes**What was the Odyssey?The Odyssey 1: Introducing Odysseus | **Greek Myths: Mythical Heroes**The Odyssey 2: PoseidonDescribe the storm that shipwrecks Odysseus | **Greek Myths: Mythical Heroes**The Odyssey 3: CyclopsVarying sentences | **Greek Myths:****Mythical Heroes**The Odyssey 4: Scylla and Charybdis | **Greek Myths: Mythical Heroes**Describing images (writing checkpoint) | **Greek Myths:**DIRT and redrafting (writing checkpoint) | **Greek Myths: Closing Gaps:** choose a myth to focus on |
| **W/C 12/12** | **W/C 02/01** | **W/C 09/01** | **W/C 16/01** | **W/C 23/01** | **W/C 30/01** | **W/C 06/02** | **W/C 13/02** | **W/C 27/02** | **W/C 06/03** | **W/C 13/03** | **W/C 20/03** | **W/C 27/03** |
| Cycle 2 |  | *Bank Hol - 2nd* |  |  | Assessment fortnight begins |  |  |  |  | *Data/Planning Days 9th 10th* |  |  |  |
| **The Tempest**Context & Story | **The Tempest**Act 1: Opening, Prospero and Ariel language analysis | **The Tempest**Act 2: coming ashore, Trinculo and Stephano | **The Tempest**Caliban – victim or villain evaluation | **The Tempest**Ferdinand and Miranda character analysis | **The Tempest**Climax and resolution – tension and drama | **The Tempest**Evaluation Question & DIRT | **History of Rhetoric**-What is Rhetoric? Aristotelian Triad | **History of Rhetoric**Ethos: Alexander the Great | **History of Rhetoric**Logos and Pathos; Churchill | **History of Rhetoric**Analysing viewpoints: MLK & Kopatcha | **History of Rhetoric**Rhetorical Writing | **History of Rhetoric**Rhetorical writing |
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| **W/C 17/04** | **W/C 24/04** | **W/C 01/05** | **W/C 08/05** | **W/C 15/05** | **W/C 22/05** | **W/C 05/06** | **W/C 12/06** | **W/C 19/06** | **W/C 26/06** | **W/C 03/07** | **W/C 10/07** | **W/C 17/07** |
|  |  |  | *Bank Hol - 1st* |  |  | Yr7 Parents Eve 25th |  | Trust wide Assessments begin |  |  |  |  | *Data/Planning Days 19th/20th* |
|  Cycle 3 | **History of Rhetoric**Rhetorical Writing | **Narrative Poetry**Key features/timeline/poetic terminology | **Narrative Poetry**‘Beowulf’: literary context, Comprehension, language analysis | **Narrative Poetry**‘Idylls of the King’: literary context, Comprehension, language analysis | **Narrative Poetry**Character description | **Narrative Poetry**‘The Lion and Albert’: literary context, Comprehension, language analysis | ***Assessment Prep*** | **Assessment / revision** | **Assessment / revision** | **Narrative Poetry – closing gaps**‘In Mrs Tilscher’s Class’: literary context, Comprehension, language analysis | **Narrative Poetry – Closing gaps**Descriptive writing: creating imagery/varying sentence structures | **Narrative poetry – closing gaps**The Ballad of Frankie and Johnnie: literary context, Comprehension, language analysis | **Narrative poetry – closing gaps**The Ballad of Charlotte Diamond: literary context, Comprehension, language analysis |
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