

## English Phase One Curriculum

### Curriculum Intent:

English at Trinity Academy St Edward's will provide the foundations for all students' personal growth, relationships and cultural understanding. The subject will allow students to appreciate all aspects of the subject: language, literature and oracy. Within our curriculum, students will acknowledge, critique, and show an **appreciation** of the language they are studying. Written and verbal **communication** is prevalent across all learning topics in our subject, and will provide the fundamental skills in becoming a successful and self-assured member of society. Students will develop a **curiosity** and thirst for learning about writers and texts from around the world. Our culture ensures that students will explore their own **creativity** and individuality in order to showcase their thoughts and perspectives in an efficacious and suitable manner.

### Year 7

#### Overview:

Our Year 7 students are provided with a wealth of cultural capital through a range of well-considered texts across the year; our curriculum includes a range of diverse voices, perspectives and viewpoints. Students will focus on their critical reading skills through analysing both fiction and non-fiction texts. In addition, students are always given a purpose when crafting a piece of writing and where possible, has real links to the real world around them. Alongside our Literature and writing curriculum is a bespoke reading program where students are exposed to weekly reading material. This material includes a range of forms, genres, topics and viewpoints to embed TASE's reading culture and develop every student's ability to read fluently. The opportunities provided to Year 7 students stretch from writing a Gothic narrative to form part of a whole year group anthology to letter writing for a wide known global movement. It is important to the English department at TASE to instil the concept that students can change the world through their application of writing.

#### Content:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Gothic Fiction</b> <b>Vehicle: 'Cirque du Freak' by Darren Shan</b>	<b>Gothic Writing</b>	<b>Non-Fiction to change the world</b> <b>Vehicle: 'I am Malala' by Malala Yousafzai</b>	<b>Writing Non-Fiction to change the world</b>	<b>Shakespearean Drama</b> <b>Vehicle: 'Romeo and Juliet' by William Shakespeare</b>	<b>Writing Drama</b>

<p>Students will explore the Gothic conventions within the text to develop their knowledge of the genre. In addition, students will analyse the way that the writer pieces together a narrative; they will be able to analyse the writer's methods and craft their own analytical responses.</p>	<p>Students will apply their understanding of the Gothic genre, Gothic conventions and writer's methods to create their own narrative writing. They will develop their understanding of how to structure a narrative, develop characterisation and use literary techniques to enhance their own writing. Students will write with a focus of crafting, editing, and redrafting to produce a piece of writing which will be published as a year-group anthology.</p>	<p>Students will explore the conventions of a non-fiction writing and the auto-biography genre. Students will analyse the writer's methods, themes, narrative structure presented within this text and how they influence and impact people's feelings and thoughts.</p>	<p>Students will explore real life links across the world and use this as a stimulus to express their own opinions on a global issue. Students will explore writer's methods in the format of letters and then use this understanding to craft their own. Furthermore, students will continue to develop their understanding of the editing process when crafting a piece of writing which will be sent to Amnesty International, or a similar humanitarian authority.</p>	<p>Students will begin this half term by exploring the context of the Shakespearean era. They will explore the conventions of a play, alongside various non-fiction texts which cover similar themes in order to show the relevance of Shakespeare in today's world.</p>	<p>This half term, students will demonstrate their speaking and listening abilities through exploring characterisation, dramatic conventions and monologue form. This will build explicitly on descriptive work completed in Term 2 (Gothic Writing).</p>
--	---	--	--	--	---

Who to contact about Phase One English:

Mrs Amy Minney, Curriculum Leader: English – [aminney@stedwards.trinitymat.org](mailto:aminney@stedwards.trinitymat.org)