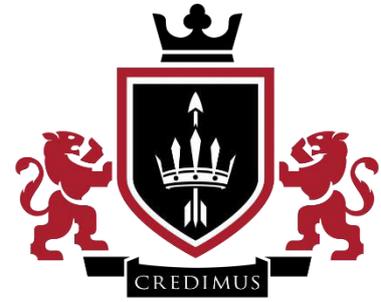


# Y7 KLAB Curriculum



KING'S LEADERSHIP  
ACADEMY BOLTON



## Y7 English Curriculum

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### Intent ,Implementation and Impact

The foundation curriculum in English introduces students to their literary heritage: plays, poems, novels and non-fiction texts, as well as the mechanics of grammar, spelling and vocabulary. Students begin their English journey at King's by examining the origins of the English Language and how it has developed over time. This chronological journey continues in Year 7 with students exploring topics such as Shakespearian Sonnets, Merchant of Venice and the Gothic Genre. As students progress into Year 8, they build on what they have learnt in the previous year and explore a range of high-quality texts such as Animal Farm and War Poetry.

The senior programme is when students begin to work towards the AQA English Language and Literature examinations. The English Language course will consist of a number of different elements: unseen literature, literary non-fiction, non-fiction texts, creative writing and writing for a specific purpose. This new specification aims to expose students to a wide range of high quality and challenging texts. The English Literature course will give students the opportunity to study one of Shakespeare's plays, a 19<sup>th</sup> century fiction text, modern drama or prose and an anthology of poems.

The Mastery programme builds upon the skills developed in KS3 and KS4. The course will encourage wide and independent reading, alongside different types of critical approach and how texts can reflect cultural meanings. The English Language specification at A Level explores how language is placed in its wider social, historical and global contexts. Again, high levels of independent study are needed in order for students develop their skills in writing for a variety of audiences and purposes. During the course, students will discover linguistic frameworks and how they can use these to analyse and interpret language.

### Courses offered:

- AQA English Language
- AQA English Literature
- A level English Language
- A level English Literature

### Enrichment and trips

We believe enrichment is fundamental to the English curriculum at King's and we provide a wide range of extra-curricular activities that are designed to complement the students' studies and foster an enjoyment of great literature.

Below are just some of the examples of activities that take place throughout the year:

- Shakespearian Super Learning Days.
- Poetry by Heart competition.
- Theatre trips to see performances such as Romeo and Juliet, Blood Brothers and many more.
- Author visits and workshops.
- World Book Day celebrations.
- After school enrichment such as debating society and media club.
- World of Work speakers from English-related careers.

## ENGLISH LC1

SUBJECT	ENGLISH	YEAR	7	LEARNING CYCLE	1
<b>Module(s)</b>	Greek Mythology				
<b>Outline and Rationale</b>	<p>This is the first learning cycle that acts as a precursor to all studies hereafter. It sets the context for storytelling, theatre and symbolism that underpins the study of English Literature. The aim is to ensure pupils use this cycle as a way of understanding the following key areas:</p> <p><b><u>1. How Greek mythology contributes to literature:</u></b> It gives an insight into the beginnings of the following themes that are crucial in understanding the following aspects of the study of English: heroism, morality, aesthetics, politics &amp; trickery, love, war, gender, leadership and creationism, human nature and narrative forms</p> <p><b><u>2. The impact it has had on the English Language:</u></b> The Oxford Companion to the English Language states that the 'influence of classical Greek on English has been largely indirect, through Latin and French, and largely lexical and conceptual...'.  According to one estimate, more than 150,000 words of English are derived from Greek words such as, tantalise (from the Tantalus myth) and Sisyphian (from the Sisyphus myth). These include technical and scientific terms but also more common words too. Words that starts with 'ph-' are usually of Greek origin, for example: philosophy, physical, photo, phrase, philanthropy.  Many English words are formed of parts of words (morphemes) that originate from the Greek language, including the following examples: phobia (fear of), as in arachnophobia – the fear of spiders micro (small), as in microscopic – so small it's hard to see demos (people) as in democracy – government by the people</p> <p><b><u>3. Increase students' appreciation for Literature and art by understanding the many mythological allusions.</u></b> By studying ancient mythologies, students also start thinking analytically about modern culture, analysing the traces of ancient mythology has left behind and the legends that have been created in their own day.</p> <p><b>This is LC1 of 10 chronologically designed schemes.</b> It is important to note that some pupils may have explored some myths at KS2 and this should be built upon after ascertaining prior learning through questioning and assessment in week 1. There is reference in the scheme to other writers who have been influenced by mythology such as Shakespeare. These links will be made in this cycle and throughout subsequent cycles so pupils fully understand the influence and cohesion</p> <p><b>The pupils will be exploring the time era in History during the same LC therefore providing coherence in understanding of historical context alongside the teaching of the myths.</b></p>				

<b>Learning Cycle Overview</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
	How did the Ancient Greeks contribute to modern society?	How were the themes of morality explored in Greek mythology?	How did prophecy and fate impact the characters in Greek mythology?	How is heroism portrayed in Homer's Odyssey?	How are archetypes used to create characters?	Revision Assessment	Gap week (review of topics Week 1-5)

## ENGLISH LC2

STUDENT	ENGLISH	YEAR			7	LEARNING CYCLE	2
<b>Module(s)</b>	History of the English Language						
<b>Rationale</b>	<p>Why is this topic being taught?            This is the second learning cycle that acts as a precursor to all studies hereafter. It sets the context for all future learning and seeks to provide students with the knowledge and appreciation of the origins of the language they instinctively use every day. Students will explore the developmental stages of the English language, focusing on how and why the changes happened, such as invasions or inventions. In each time period, they will have a focus area to narrow down their studies and allow students to really get to grips with a text from that era. In Old English this is Beowulf, Middle English is the Canterbury Tales and Modern English is media representations of slang.</p> <p>Why is this topic being taught now?            In LC1, students learnt about Greek mythology and how this has shaped many thoughts and ideas about our language and society. Students now need to know where our language came from and how it has been shaped over time.</p>						
<b>Learning Cycle Overview</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
	Was the English language created by non-English people?	How is Beowulf representative of an epic hero?	How has Middle English changed from Old English?	How are Chaucer's characters representative of English society?	How do peoples' views on slang differ in modern day English?	Revision Assessment	Gap week (review of topics Week 1-5)