Year 7		**Subject: English**		**Exam Specification AQA**			
Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title		The Women in Black	Gothic Genre and Gothic Writing	The Tempest	Poems from Different Cultures	Welcome to Nowhere	Writing for a viewpoint
Unit Length		10 Weeks	5 Weeks	6 Weeks	5 Weeks	8 Weeks	5 Weeks
Knowledge/ Skills		Key Knowledge • Plot, characterisation, setting and themes. • First person retrospective narration, foreshadowing, imagery and suspense. • Gothic conventions and their effects. • Relevant genre context and authorial choices. • Make accurate statements and select quotations. • Explain word choices and effects on the reader. • Use terminology and relevant Gothic context. • Plan an extract to whole essay with linked paragraphs. Key Skills • Make accurate statements and select quotations. • Explain word choices and effects on the reader. • Use subject terminology and relevant Gothic context. • Plan an extract to whole essay with linked paragraphs	Key knowledge • Gothic conventions: isolation, unsettling settings, the supernatural and suspense. • Narrative viewpoint, plot and paragraph structure. • Simile, metaphor, personification and sensory imagery. • Purpose, audience, tone and register. Key skills • Plan and write a coherent Gothic narrative. • Adapt language for purpose and audience. • Use paragraphs, varied sentences and punctuation. • Draft, edit and proofread for accuracy and effect.	Key Knowledge • Plot, characters, setting and relationships. • Power, freedom, betrayal and forgiveness. • Drama conventions, dialogue, stage directions and performance. • Relevant Jacobean context and different interpretations Key Skills • Infer ideas about characters and relationships. • Select and explain evidence and dramatic methods. • Connect an extract to the wider play. • Plan and structure an essay; consider staging and audience effects.	Key knowledge • Speaker, voice, meaning and cultural perspective. • Imagery, word choices, stanza, rhythm, repetition and poetic form. • Relevant context, identity and belonging. • Effects of language, form and structure. Key skills • Annotate and interpret a poem. • Make a clear point and support it with quotations. • Explain word choices and their effects using terminology. • Connect relevant context to interpretation.	Key knowledge • Plot, character development and narrative perspective. • Displacement, family, identity and belonging. • Relevant Syrian setting and refugee experiences represented in the novel. • Laird's choices and intentions. Key skills • Make inferences and develop a supported interpretation. • Explain how choices shape reader responses. • Evaluate an interpretation against the text. • Plan and write an increasingly independent essay.	Key knowledge • Purpose, audience, viewpoint and register. • Persuasive techniques and speech structure. • Standard English, tone, volume and gesture. • Discussion roles and active listening. Key skills • Organise opinions and supporting reasons. • Write and rehearse a persuasive speech. • Speak clearly and engage listeners. • Contribute responsibly, respond in detail and listen carefully.
Prior Learning/End Point		**Prior learning**: Check KS2 inference, quotation use and sentence accuracy. **End point**: An evidence based extract to whole response. Revisit plot, Gothic conventions and key vocabulary before each new extract.	**Build on Hill's methods**: Apply atmosphere, imagery and suspense to an original narrative. **End point**: A coherent Gothic story that has been revised for its intended reader.	Transfer evidence based analysis from prose to drama. **End point:** a planned essay explaining character or theme across the play. Revisit quotation selection and paragraph structure.	Transfer precise word analysis to poetry. **End point**: a supported explanation of how language shapes meaning. Revisit imagery from Gothic writing and voice from drama.	Apply analysis to a new novel with greater independence. **End point**: a supported essay explaining Laird's choices. Revisit inference, contextual links and quotation analysis.	Transfer ideas about perspective to a speech. **End point**: a clear, rehearsed viewpoint with reasons and responses to questions. Revisit audience, tone and paragraph organisation.
Assessment Objectives		**Literature AO1:** supported personal response and relevant references. **Literature AO2:** language, form and structure. **Literature AO3**: connect relevant context to interpretation. KS4 AQA links guide progression; Year 7 is assessed against the supplied I can statements.	**Language AO5:** clear, imaginative communication for purpose and audience; coherent organisation. **Language AO6:** vocabulary, sentences, spelling and punctuation. Assess the supplied writing I can statements alongside the task's purpose and audience.	**Literature AO1:** supported response and relevant references. **Literature AO2:** language, form and structure. **Literature AO3:** connect relevant context to interpretation. KS4 AQA links guide progression; Year 7 is assessed against the supplied I can statements.	**Literature AO1**: interpretation supported by quotations. **Literature AO2**: language, poetic form and structure. Use the supplied analysis 'I can' statements for poetry, replacing the previous transactional writing assessment alignment.	**Literature AO1**: supported interpretation and references. **Literature AO2**: language, form and structure. **Literature AO3**: connect relevant context to interpretation. KS4 AQA links guide progression; Year 7 is assessed against the supplied 'I can' statements.	**Present ideas:** listen and respond; use spoken Standard English appropriately. Use all six supplied spoken language I can statements; build presentation confidence across the year.

Adapted Resources Challenge and Scaffolds	Lessons are adapted for the class and individual pupils through scaffolding, modelling, I do We do You do, sentence stems, vocabulary support, selected extracts and appropriate challenge. Use transition information and diagnostic reading and writing tasks to identify needs. Check decoding, fluency and understanding separately; agree targeted support with the SENCo or reading lead where needed.	Lessons are adapted for the class and individual pupils through scaffolding, modelling, I do We do You do, sentence stems, vocabulary support, selected extracts and appropriate challenge. Pre-teach unfamiliar vocabulary; model a short section before independent writing. Reduce planning prompts as control improves; extend through deliberate narrative choices.	Lessons are adapted for the class and individual pupils through scaffolding, modelling, I do We do You do, sentence stems, vocabulary support, selected extracts and appropriate challenge. Read dialogue aloud, explain unfamiliar syntax and rehearse orally. Use accessible layout and chunked extracts while retaining access to the play's ideas.	Lessons are adapted for the class and individual pupils through scaffolding, modelling, I do We do You do, sentence stems, vocabulary support, selected extracts and appropriate challenge. Provide glossaries and model reading for meaning. Use paired rehearsal and guided annotation; extend through alternative evidence-based interpretations.	Lessons are adapted for the class and individual pupils through scaffolding, modelling, I do We do You do, sentence stems, vocabulary support, selected extracts and appropriate challenge. Check understanding of plot and vocabulary before analysis. Support quotation selection initially, then remove prompts as pupils become more secure.	Lessons are adapted for the class and individual pupils through scaffolding, modelling, I do We do You do, sentence stems, vocabulary support, selected extracts and appropriate challenge. Offer oral rehearsal, clear discussion roles and appropriate individual adjustments. Support EAL learners with vocabulary and model phrases; maintain ambitious expectations.
NC/Spec Coverage	**Reading**: inference, evidence, context, character and narrative methods. **Writing:** analytical essays.	**Writing**: imaginative narrative, purposeful choices and revision. **Grammar and Vocabulary:** applying language knowledge.	**Reading**: Shakespeare and performance interpretations. **Spoken English**: rehearsing drama.	**Reading**: poetic conventions and comparisons. **Spoken English**: performing poetry.	**Reading:** challenging contemporary prose and independent response. **Writing:** essays and organised notes.	**Writing:** arguments and presentation scripts. **Spoken English:** speeches and structured discussion**.**
Cross-Curricular Links	**Drama**: adapting prose for performance. **History**: relevant Gothic traditions.		**Drama**: staging and performance. **History**: Jacobean society and exploration.	**Geography**: places and cultural identities represented in selected poems. **Music**: rhythm and oral performance.	Geography: Syria and displacement. PSHE and RE: empathy and human dignity.	Citizenship: expressing views and respectful debate. Drama: voice and presentation.
Assessments	Extract to whole literature essay on The Woman in Black. Check inference and quotation choice during lessons. After the essay, reteach the most common gap and ask pupils to apply feedback to a new short extract.	Creative writing task linked to the Gothic genre. Use a plan and short draft to check sequencing and sentence accuracy before the final story. Pupils revise a section in green pen and explain the improvement.	Literature essay on The Tempest. Check plot knowledge and interpretations before the essay. Compare an independent paragraph with earlier writing to judge whether scaffolds can be reduced.	Written analysis of language in a poem. Check literal meaning before analysis. Use a short unfamiliar poem or stanza to check transfer beyond the modelled response.	Literature essay on Welcome to Nowhere. Check inference and evidence during reading. Use essay feedback to identify what pupils still need to practise before Year 8.	Spoken language task using opinions and persuasive techniques. Use rehearsal feedback before presentation; assess clarity, audience awareness, contribution, listening and responses to questions.
Catholic School/ British Values	• Compassion, grief and responsibility. • Respect for differing beliefs and perspectives.	• Compassion and mutual respect. • Discuss fear and difference sensitively.	• Forgiveness, justice and dignity. • Explore power, freedom and responsibility.	• Mutual respect and tolerance of different faiths and beliefs. • Value individual voice and cultural identity.	• Human dignity, solidarity and compassion. • Human rights and respect for refugees.	• Individual liberty and democratic participation. • Respectful listening and disagreement.
Cultural Capital Building new horizons	• Compare selected prose, stage and screen interpretations. • Possible enrichment: theatre visit.	• Explore Gothic art, settings and literary traditions. • Possible enrichment: creative writing workshop.	• Explore performance choices through contrasting productions. • Possible enrichment: Shakespeare workshop.	• Encounter diverse poetic voices and oral traditions. • Possible enrichment: poetry performance.	• Explore literature representing experiences beyond pupils' own. • Possible enrichment: author talk.	• Read and hear speeches from different contexts. • Possible enrichment: class debate or presentation event.
Career Links	Author, editor, actor and solicitor through Arthur Kipps's role.	Fiction writing, editing and publishing. Theatre and sound design.	Playwriting, acting, directing and theatre production.	Poetry, performance, translation and publishing.	Author, journalist, humanitarian work and education.	Journalism, communications, advocacy and public speaking.

Literacy/ Numeracy Links	• Quotation integration, analytical verbs and essay paragraphs. • Track chronology and changes in narrative time. • Prioritise sentence boundaries, quotation integration and analytical vocabulary in response to the baseline.	• Teach vocabulary explicitly. • Sentence boundaries, subject verb agreement and consistent tense. • Sequence a narrative. • Practise tense consistency, subject verb agreement and sentence variety within narrative drafting.	• Vocabulary, accurate quotation and essay structure. • Sequence events and map relationships. • Practise precise terminology and explain how speech and writing differ in dramatic dialogue.	• Poetic vocabulary and precise explanations. • Identify stanza patterns, syllables and repetition. • Revisit metaphor, repetition and precise explanation; build confidence reading unfamiliar words aloud.	• Vocabulary in context and coherent analytical writing. Map journeys and sequence events. • Apply accurate sentences and linked analytical paragraphs with fewer prompts.	• Formal vocabulary, speech paragraphs and proofreading. Plan presentation timing; check any numerical evidence used. • Use formal register and cohesive reasons; distinguish Standard English from other varieties without devaluing pupils' home language.