De La Salle School - Curriculum Plan – Y7 MORALITY – How writers present ideas about right and wrong and good vs evil in society		
Year 7 Term 1a – OLIVER TWIST	**Year 7 Term 1b – OLIVER TWIST (CONTINUED)**	**Year 7 Term 2a A MIDSUMMER NIGHT'S DREAM**
Students will build on knowledge and skills gained at KS2 and apply this to their study of 'Oliver Twist', with a focus on key aspects of the novel that will prepare them for success at as they progress through KS3: knowledge of plot, character, theme / writer's choices / methods / effects / intentions / relevant contextual knowledge.	Students will continue to develop their knowledge and skills as they study of 'Oliver Twist', with a focus on key aspects of the novel that will prepare them for success at as they progress through KS3: knowledge of plot, character, theme / writer's choices / methods / effects / intentions / relevant contextual knowledge.	Students will build on knowledge and skills from KS2 and from what they have studied earlier this year and apply this to Shakespeare, focusing on plot, character, power, context and writer's methods.
Essential Knowledge, Skills and Understanding		
-What was life like in the Victorian era? - Why did poverty and disease spread in Victorian London? - What were workhouses and how were poor people treated? - What did Charles Dickens believe about poverty and society? - How does Dickens present Oliver's birth and early life? - Why is Oliver a vulnerable character? - What is the significance of the quote: 'Please, sir, I want some more'? - What is an analytical paragraph? - How do we write an effective topic sentence? - How does Dickens present cruelty and power through characters such as Mrs Bumble? - How does Dickens present Noah Claypole? - Why does Oliver run away to London? - Who is the Artful Dodger and how is he presented? - How is London presented in contrast to the countryside? - How does Dickens present Fagin as a villain?	➢ Why is Oliver described as naïve? ➢ How does Dickens present crime in Victorian London? ➢ How does Dickens present Bill Sikes as a threatening character? ➢ How does Dickens present violence and control through Bill Sikes? ➢ How does Dickens present Nancy as both a victim and a moral character? ➢ How does Dickens build tension during key moments such as the burglary? ➢ What is the significance of the locket and Oliver's identity? ➢ How does Dickens present Fagin's desire for revenge? ➢ What does Nancy's death reveal about Bill Sikes? ➢ How are Bill Sikes and Fagin punished? ➢ What is the moral of the story? ➢ What message does Dickens communicate about society?	➢ What is a play and how is it different from a novel? ➢ What happens in *A Midsummer Night's Dream*? ➢ What is the significance of the title *A Midsummer Night's Dream*? ➢ What were the key features of life in Ancient Athens? ➢ What is a patriarchal society and how does it shape the play? ➢ How is power presented through characters like Theseus and Egeus? ➢ How does Shakespeare present Egeus as a powerful and threatening character? ➢ Why does Shakespeare begin the play with conflict? ➢ Who was William Shakespeare and why are his plays still important today? ➢ How does context (Elizabethan vs Athenian) influence the play? ➢ Why do Hermia and Lysander want to elope? ➢ How does Shakespeare present love as something that faces obstacles? ➢ What is conflict and how do writers create it?

• **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I use topic sentences?** • **How can I effectively write an analytical paragraph using What / How / Why?** • **How can I create a thesis statement?** • **How can I plan and write an extended essay response using what / how / why?** Students will also develop writing mastery bespoke to their KS2 needs and students will study a foundational knowledge curriculum that develops reading skills and fluency, vocabulary and handwriting.	• **How can I effectively annotate an extract?** • **How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?** • **How can I use topic sentences?** • **How can I effectively write an analytical paragraph using What / How / Why?** • **How can I create a thesis statement?** • **How can I plan and write an extended essay response using what / how / why?** Students will also develop writing mastery bespoke to their KS2 needs and students will study a foundational knowledge curriculum that develops reading skills and fluency, vocabulary and handwriting.	➢ How is the forest different from Athens? ➢ Why does Shakespeare introduce the supernatural and fairies? ➢ How are Oberon and Titania presented and why are they in conflict? ➢ What is a soliloquy and what does it reveal about a character? ➢ What are the key features of Shakespearean comedy? ➢ How does Shakespeare create humour and entertainment? ➢ What is unrequited love and how is it presented through Helena? ➢ Why is Helena presented as a vulnerable character? ➢ **How can I effectively annotate a Shakespeare extract?** ➢ **How can I use FIT / connotations to help me to explore the effect of the writer's choices?** ➢ **How can I use terminology (e.g. conflict, patriarchy, comedy) accurately?** ➢ **How can I write a clear analytical paragraph using What / How / Why?** ➢ **How can I select and embed quotations effectively?** ➢ **How can I write a topic sentence about a character or theme?** Students will also develop writing mastery bespoke to their KS2 needs and students will study a foundational knowledge curriculum that develops reading skills and fluency, vocabulary and handwriting.
Assessment and Assessment Focus		
MCQ Diagnostic Quiz **How does Dickens present Oliver as vulnerable in the first part of the novel?**	**How does Dickens present the character of Bill Sikes?**	**MCQ diagnostic quiz (knowledge of plot, context, terminology)**

(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices). **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**(Extract and whole text response) (Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**	**Extract analysis: *How does Shakespeare present power through Egeus?*** **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).** **Daily knowledge check** **Use of mini white boards** **Visualiser feedback** **Peer / self-assessment**
Key vocabulary for the unit	**Key vocabulary for the unit (CONTINUED)**	
Poverty Disease Orphans Context Starvation Protagonist Morality Vulnerable Dialect Connotation Infer / inference Persecution Antisemitism Pickpocket Synonym Antonym Brutal Corrupt Villain Victim Malicious Naïve Society Workhouse	Annotate Domestic abuse Safeguarding Errand Obscure Adage Bestowed Villain Corrupt Vulnerable Naïve Tension Symbolism Convince Revenge Villain Victim Brutal Moral	Play Act Scene Theme Context Power Patriarchy Conflict Supernatural Fairy Elope Soliloquy Comedy Genre Unrequited love Vulnerable

Year 7 Term 2b – A MIDSUMMER NIGHT'S DREAM	Year 7 Term 3a Nature Poetry	Year 7 Term 3b Ancient Tales
Students will deepen their understanding of Shakespeare's craft, focusing on conflict, comedy, the love potion, and how writers create meaning and resolution through structure and language.	Students will build on their knowledge of poetry from KS2 and develop knowledge of how poets create meaning, focusing on figurative language, imagery, and analysis.	Students explore ancient tales from different cultures, focusing on morals, storytelling traditions and spoken delivery.
Essential Knowledge, Skills and Understanding		
➢ What is the love potion and why is it significant? ➢ How does Shakespeare present the love potion as both positive and dangerous? ➢ Why does Oberon use the love potion? ➢ How does Shakespeare present unrequited love as a driving force in the play? ➢ What goes wrong when the love potion is used? ➢ Why does Helena believe she is being mocked? ➢ How does Shakespeare create comedy through confusion and misunderstanding? ➢ Why does Titania fall in love with Bottom and what effect does this create? ➢ How does Shakespeare use absurdity to entertain the audience? ➢ How does the love potion create chaos in the forest? ➢ How is conflict between Hermia and Helena presented? ➢ What language methods does Shakespeare use to present conflict? ➢ How does Shakespeare increase tension and confusion in Act 3? ➢ How and why is order restored at the end of the play?	➢ What is figurative language? ➢ What are similes and metaphors? ➢ What is tenor, vehicle and ground? ➢ How do poets use imagery? ➢ What do we mean by writer's choices and effects? ➢ What are connotations? ➢ How can poems be compared? ➢ What is an extended metaphor? ➢ What is personification? ➢ How do we approach unseen poetry? **How can I annotate a poem effectively?** **How can I analyse metaphor in depth?** **How can I compare poems?** **How can I use FIT to help me explore connotations?** **How do I CUBE a question?** **How can I write an analytical paragraph using What / How / Why?** **How can I plan a response to an unseen poem?** Students will also develop writing mastery bespoke to their KS2 needs and students will study a foundational knowledge curriculum that develops reading skills and fluency, vocabulary and handwriting.	➢ What are ancient tales and why have they been passed down through generations? ➢ What morals do ancient tales teach us? ➢ What are universal themes and why are they important? ➢ How do different cultures shape their stories? ➢ What happens in key stories such as Hansel and Gretel and The Cheetah's Whisker? ➢ How do characters show courage, cleverness or greed? ➢ What is a quest story and what are its stages? ➢ What is oral storytelling and why is it important? ➢ How do storytellers engage an audience? ➢ How do voice, gesture and emphasis bring stories to life? **How can I retell a story clearly and confidently?** **How can I summarise a story effectively?** **How can I use dialogue and expression to engage an audience?** **How can I analyse the moral of a story?**

➢ Why does Demetrius remain under the spell? ➢ Does the ending suggest a happy resolution? Why / why not? ➢ What is Shakespeare suggesting about love overall? ➢ How does Shakespeare use structure (beginning → chaos → resolution)? **How can I analyse Shakespeare's language and methods (FIT / connotations)?** **How can I compare different characters' experiences of love?** **How can I plan an essay using WHAT / HOW / WHY?** **How can I write a thesis statement about a theme?** **How can I structure a full essay response?** **How can I evaluate Shakespeare's message about love and power?** Students will also develop writing mastery bespoke to their KS2 needs and students will study a foundational knowledge curriculum that develops reading skills and fluency, vocabulary and handwriting.		**How can I plan and perform a spoken response?** Students will also develop writing mastery bespoke to their KS2 needs and students will study a foundational knowledge curriculum that develops reading skills and fluency, vocabulary and handwriting.
Assessment and Assessment Focus		
How does Shakespeare use the love potion in the comedy 'A Midsummer Night's Dream'? An extended written response. **(Preparation includes CUBE and effective THESIS writing / developing an argument**	**How do poets use language and imagery to create meaning?** **(Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices).**	**Retell an Ancient Tale (speaking and listening focus).** **How do ancient tales teach us about morality, culture and storytelling?**

across an essay / using FIT if appropriate to explore connotations of writer's choices).		
Key vocabulary for the unit	**Key vocabulary for the unit**	**Key Vocabulary for this unit (CONTINUED)**
Love potion Chaos Absurd Conflict Structure Resolution Order Quotation	Metaphor Simile Tenor Vehicle Ground Imagery Connotation	Ancient Moral Quest Universal Dialogue Comeuppance Cunning

YEAR 7 CAREERS LINKS

- **Lawyer / Barrister / Legal analyst** – constructing arguments, analysing evidence – writing essays and using What / How / Why links to how legal teams must create strong arguments.
- **Journalist / Writer / Editor** – writing clearly and persuasively – text annotation and interpretation links to how writers must plan to craft their writing.
- **Teacher / Lecturer** – explaining ideas, structuring knowledge – oracy/discussion/storytelling and performance are integral to these job roles.
- **Civil servant / Policy advisor** – understanding society, evaluating issues - understanding contexts and societies is a key skill for these job roles.
- **Marketing / PR professional** – crafting messages for audiences - oracy/discussion/storytelling and performance are integral to these job roles.
- **Psychologist / Social researcher** – interpreting behaviour, analysing human experience – understanding contexts and societies is a key skill for these job roles.

Social impact & public service - Social worker / Charity worker / Youth worker – links to our study of Oliver Twist
Media & storytelling - Novelist / screenwriter (Dickens as social commentator) / Documentary maker "– links to our study of Oliver Twist (exposing injustice)
Creative industries - Actor / director / Scriptwriter / Theatre designer (set, costume, lighting) – links to our study of A Midsummer Night's Dream
Psychology & counselling - Relationship counsellor / Psychologist (human behaviour, love, conflict) – links to our study of literary set texts
Poet – links to our study of nature poetry