

Journey of knowledge: Y7 Sonnets and their significance

Context and Introduction to Unit:

You will learn about the history of the sonnet form, including the Petrarchan and Shakespearean traditions, understanding why this is a prolific form. You will read a range of sonnets from different time periods and by a wide range of poets. Through this you will explore how these poets have challenged the rules of sonnet form.

You will read a selection of sonnets, identifying and commenting upon themes and authorial methods. From your reading you will develop your ability to create topic sentences and use the ‘What? How? Why?’ approach to analytical paragraphs.

The bigger picture

Careers: teacher, lecturer, historian, poet

RSE: different types of love and relationships

History: how the sonnet form is linked with key historical figures

Transferable learning:

- Key literary themes and genres
- Understanding of authorial methods
- Close reading skills and literary analysis
- Written analysis skills
- Written evaluative skills

<p>Core Knowledge: by the end of the unit, I will be able to answer the following questions:</p> <ul style="list-style-type: none">• What is a sonnet?• What is the history of the sonnet?• What is a Petrarchan sonnet?• What is a Shakespearean sonnet?• Why is the sonnet form important?• What themes do poets explore in sonnets?• How do poets create powerful images in sonnets?• What messages do different sonnets convey to their readers?• What metre do sonnets use and why? <p>Core Knowledge: <u>Literary concept knowledge:</u> the significance of the war sonnet as a literary form Figurative language: imagery, simile and metaphor</p> <p><u>Knowledge of themes:</u> romantic love enduring love admiration mortality</p>	<p><u>Key Skills</u></p> <ul style="list-style-type: none">• Skimming, scanning, continuous and close reading• Developing and using inference• Identify and commenting on the use of structure• Identifying patterns and why they are used <p>Vocabulary:</p> <ul style="list-style-type: none">• verse• stanza• octave• sestet• couplet• quatrain• iambic pentameter <p>See the full vocabulary list in your book.</p>	<p><u>Personal Development</u></p> <p>SMSC: understanding different relationships</p> <p><u>Literacy Focus: (class specific)</u></p> <p><u>Where next?</u></p> <p>This unit prepares you for:</p> <ul style="list-style-type: none">• poetry reading and analysis in Y8• the study of the Romantics in Y9• writing analytical responses in Y8, Y9 and GCSE
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Journey of knowledge: A Midsummer Night’s Dream

Context and Introduction to Unit:

Shakespeare's life:

- William Shakespeare was born in Stratford-upon-Avon in 1564 and became one of the most famous playwrights in history.
- He lived and worked during the Elizabethan era, writing plays for the Globe Theatre in London.
- Shakespeare wrote comedies, tragedies, and histories, and A Midsummer Night’s Dream is one of his most popular comedies, written around 1595

The bigger picture: Studying A Midsummer Night’s Dream in Year 7 introduces students to Shakespearean comedy, focusing on themes like love, identity, and magic. The play helps develop key skills in understanding Shakespeare’s language, character analysis, and dramatic structure, while also encouraging critical thinking about relationships and human behaviour.

Prior Learning: KS2At KS2, students learn that Shakespeare was a famous playwright and poet from the Elizabethan era, known for writing timeless plays like Romeo and Juliet and A Midsummer Night's Dream, and for using clever language and storytelling techniques that are still studied today.

Future Learning: KS4Learning A Midsummer Night's Dream at KS3 helps students build foundational skills in understanding Shakespeare's language, themes, and dramatic techniques, which will be crucial for studying more complex Shakespearean plays at KS4. It also introduces key concepts like character development, symbolism, and social commentary, which are explored in greater depth in GCSE English literature. Understanding how to analyse and interpret Shakespearean texts at KS3 lays the groundwork for critical thinking and analytical writing required in KS4 assessments

Core Knowledge:

Plot:

A Midsummer Night's Dream is a comedic tale of love, magic, and mistaken identities, where four young lovers and a group of amateur actors find themselves caught in a mystical forest controlled by mischievous fairies, leading to humorous confusion and eventual reconciliation.

Characters:

Theseus & Hippolyta – rulers of Athens
Hermia, Lysander, Demetrius, Helena – the young lovers
Oberon & Titania – king and queen of the fairies
Puck – mischievous fairy who causes confusion
Bottom – comic character transformed by magic
Themes:
Love and its complications. Magic and transformation. Dreams vs. reality. Order and disorder. Appearance vs. reality.

Key words

- Playwright – A person who writes plays.
- Elizabethan – Related to the time when Queen Elizabeth I ruled England (1558–1603).
- Report – A factual piece of writing that gives information about a topic or event.
- Monologue – A long speech spoken by one character in a play.
- Duologue – A scene or conversation between two characters.
- Protagonist – The main character in a story, often the hero.
- Antagonist – The character or force that works against the protagonist.
- Plot – The main events of a story, shown in the order they happen.
- Comedy – A type of play that is funny and usually ends happily.
- Conventions – Usual features or rules of a particular type of writing or performance.
- Patriarchy – A society where men have more power and control than women.
- Dramatic irony – When the audience knows something that the characters do not

Personal Development: MW2: That happiness is linked to being connected to others. R8: practical steps they can take in a range of different contexts to improve or support respectful relationships

Literacy Focus: (class specific)

Reading is Power:

A Midsummer Night’s Dream

Numeracy Focus:

Dates. Timelines. Sequencing of information. Chronology. Venn diagrams.

Careers links:Theatre/Performing Arts, Writing/Publishing, Education, Law, Media/Creative Arts

Journey of knowledge: Origins of Stories

Context and Introduction to Unit

In this unit, you'll go on a journey to discover where stories come from and why humans have told them for thousands of years. You'll start by exploring how early humans used cave art to express their identity and share ideas, before creating your own symbolic story. As you move through the unit, you'll learn how stories are structured by studying Freytag's Pyramid, archetypes, and the Hero's Journey. You'll read ancient epics like *The Epic of Gilgamesh* and *The Odyssey* to see how storytelling has shaped our understanding of bravery, struggle, and humanity. By the end, you'll plan, write, and refine your own myths and hero stories, using everything you've learned to become a confident and creative storyteller.

The bigger picture: This unit helps you understand how stories have shaped cultures and connected people throughout history. It builds the reading and writing skills you'll need for future topics like narrative writing, poetry, drama, and GCSE English. Language and Literature

Prior Learning: KS2 In Key Stage 2, you explored traditional tales, myths, and legends, and practised writing your own imaginative stories. You also learned how to describe characters, settings, and events using paragraphs, dialogue, and descriptive language—skills that will help you build and tell your own stories in this unit.

Future Learning: KS4: This unit helps you prepare for GCSE English by developing your understanding of narrative structure, character, and theme, skills needed for analysing texts like *Macbeth*, *A Christmas Carol*, and unseen poetry. It also builds your creative writing and editing skills, which are essential for the narrative writing task in English Language Component 1.

Careers Links: Studying storytelling and narrative skills can lead to careers in writing, journalism, film and TV production, advertising, and marketing. Understanding how to communicate ideas clearly and creatively is also valuable in teaching, public relations, and media industries.

Core Knowledge:

Storytelling: Sharing events or ideas through spoken or written words, pictures, or symbols.

Cave Art: Early drawings made by humans to tell stories and express who they are.

Freytag's Pyramid: A way to understand story structure includes exposition, rising action, climax, falling action, and resolution

Archetypes: Common character types found in many stories, like the Hero, Villain, or Mentor.

Hero's Journey: A pattern many heroes follow, the three stages are the departure, the initiation and the return.

Oral Tradition: Telling stories aloud before writing was common.

Creation Myth: A story that explains how the world or something in it began.

The Epic of Gilgamesh: One of the oldest stories about a hero's search for meaning and what it means to be human.

The Odyssey: An adventure story about Odysseus facing dangers and temptations on his long journey home.

Creation Myths: Different stories from around the world that explain how the world and life began.

Key Vocabulary

Storytelling
Narrative
Archetype
Freytag's Pyramid
Hero's Journey
Myth
Creation Story
Symbolism
Theme
Oral tradition
Legacy

Personal Development

Literacy Focus: (class specific)

Reading is Power:

Lascaux and Chauvet cave paintings, *The Epic of Gilgamesh*, Genesis Creation Story, Enuma Elish Creation Story and Geraldine McCaughrean's *The Odyssey*

Numeracy Focus:

Sequencing events and identifying key stages in a narrative. Organising ideas logically and recognising patterns to plan and create stories. Catergorising and analysing information the comparing of creation myths.



Journey of knowledge: Y7 Voices of change

Context and Introduction to Unit:

In this unit, students will explore how different people use their voices—through speeches, poems, letters, and articles—to inspire change and challenge injustice. They will study a range of powerful texts, including Martin Luther King Jr.’s Letter from Birmingham Jail, Emma Watson’s HeForShe speech, the poem ‘When I Stutter’ by Elizabeth Meade, and an article by Natasha Walter about protest in the UK. Students will also read personal letters like Coretta Scott King’s and explore the poem ‘Later’ by Raymond Luzack. Throughout the unit, students will learn about key rhetorical and poetic devices such as repetition, rhetorical questions, metaphors, similes, and persuasive language. They will see how these techniques help writers connect with their audiences and strengthen their messages. By examining these voices of change, students will understand how language can influence society and encourage fairness, equality, and respect. They will develop their own writing skills by using these devices to express their ideas clearly and powerfully

The bigger picture:

Careers: teacher, journalist, blogger, TV presenter, freelance travel writer, travel agent

Personal Development: Talk about why respect and fairness are important for everyone. Learn why celebrating differences helps us get along with others. Think about how sharing feelings helps us understand each other. Talk about how to speak up kindly and stop bullying or unfair treatment

Transferable learning: Students will develop transferable skills in analysing and using persuasive and poetic language to communicate powerful messages effectively across different contexts

Core Knowledge: sequence of learning

- Understand who Martin Luther King Jr., Emma Watson, Coretta Scott King, and other important voices are and what they stood/stand for.
- Learn what rhetorical devices (like repetition, rhetorical questions, and direct address) and poetic devices (like similes, metaphors, and personification) are.
- Identify how these devices help writers and speakers make their messages stronger and more persuasive.
- Explore themes like equality, justice, diversity, and peaceful protest through speeches, poems, letters, and articles.
- Develop skills to write clearly and persuasively using these devices in their own work.

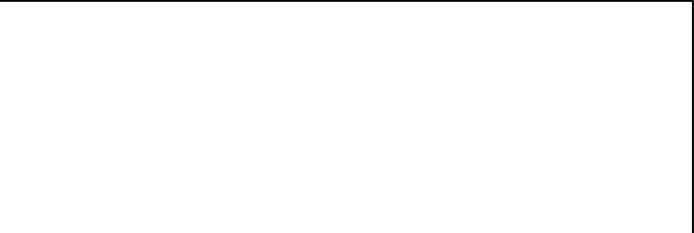
Literary concept knowledge:

Simile, metaphor, personification, symbolism, rhyme scheme, stanza, alliteration, repetition, rhetorical question, direct address, anaphora, epistrophe, tricolon, imperative, emotive language, facts and statistics, anecdote, tone, theme.

Key Skills

- Analysing language and literary devices
- Identifying rhetorical techniques,
- Understanding themes and messages
- Writing clearly and persuasively
- Comparing different texts
- Speaking confidently about ideas
- Reflecting on the impact of language in society

Literacy Focus: (class specific)



Where next?

KS3:

Travellers Tales unit – focusing specifically on rhetorical devices used in articles.

Sonnets and their significance unit – focusing specifically on poetic devices and their effect

KS4:

Language Paper 2 Section B – transactional writing

Literature paper 1 and 2 – poetic analysis

Journey of knowledge: Y7 Travellers’ Tales

Context and Introduction to Unit:

In this unit you will be introduced to the travel writing genre. Looking at conventions and how it falls into non-fiction writing. You will explore the language features travel writers use and compare how different types of text use them. You will learn how writers create an impression through precise and vivid description to convey the people, places and landscapes from different parts of the world. You will also learn about the grammatical features of the texts and to use them in your own writing and how to change an ‘ordinary journey’ into an extraordinary journey.

The bigger picture:

Careers: teacher, journalist, blogger, TV presenter, freelance travel writer, travel agent

RSE: Exploring different cultures, customs, opinions and impressions

Transferable learning:

- How to write non-fiction
- Identifying a range of grammatical features in different texts
- Using a range of grammatical features in writing

Core Knowledge: sequence of learning.

I am learning how to:

- Understanding the difference between fiction and non – fiction texts.
- Understand the genre and conventions of travel writing
- read a range of travel non – fiction writing.
- choose appropriate reading skills: skimming, scanning, continuous and close reading to understand the writer’s perspective and how they have constructed the text.
- Identify similarities and differences between texts: whether a text is fiction or non-fiction, the literary and grammatical methods used to create precise/vivid description.
- Create a convincing travel writing guide, using the conventions of travel writing
- Change an ‘ordinary journey’ into an extra ordinary journey.

Knowledge of themes:

- Human behaviour
- The power of language
- The importance of expressing opinions and impressions
- Exploring different cultures and customs

Literary concept knowledge:

Understanding what travel writing is
Understanding why we read travel writing

Key Skills

- plan, draft and edit a piece of literary non-fiction: travel writing.
- identifying and crafting single clause and multi-clause sentences (revising prior learning)
- choosing and using appropriate punctuation: commas, semi-colons, full stops, question and exclamation marks (revising prior learning)
- use careful proof-reading skills to avoid errors in written work.
- create precise and vivid descriptions using a range of literary and grammatical methods.

Personal Development

Understanding similarities and differences between different cultures and places.

Literacy Focus: (class specific)

Where next?

KS3: descriptive and narrative writing the Ghostly and Gruesome Gothic unit (Y8), how Shelley creates precise and vivid description of journeys in ‘Frankenstein’ (Y8)

Writing a dystopian narrative (Y9)

KS4: Language Paper 2 non-fiction reading and writing