

Curriculum Planning

Year 7 Medical English

1 Year Plan

Half Term	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	<p>SPaG:</p> <ul style="list-style-type: none"> Recapping word classes and using these effectively in writing Higher level punctuation Constructing topic paragraphs Vocabulary and synonyms 	Students are able to recap basic literacy skills and essential spelling, punctuation and grammar.	<p>SPaG forms the foundation of student understanding in English Language.</p> <p>Preparation for Language and Literature assessment objectives A05 and A06 at GCSE.</p>	Throughout the scheme, teachers reiterate the importance of SPaG for future career prospects, including job applications and life skills. Extracts include cultural capital regarding homelessness and domestic abuse.	<p>Reading extracts from a variety of fiction and non-fiction texts.</p> <p>Basic spelling and grammar knowledge.</p>	<p>Extracts relating to real life scenarios and emotive situations with opportunities to discuss through character inference:</p> <ul style="list-style-type: none"> -Extract on homelessness. -Harry Potter with a focus on empathy.

Half Term 2: Oct – Dec	<p>Magical Narratives</p> <ul style="list-style-type: none"> • The narrative arc • Planning a narrative • Character • Setting • Using language techniques to describe 	Engaging and creative unit whereby students are able to employ the SPaG skills from prior learning to create interesting narratives.	Links to Component 1 question 5 in the GCSE Language exam. Students learn how to construct a narrative using A05 and A06.		Students will explore and analyse a range of classic literature through fictional extracts.	Students will begin to embark on the essential skills of independence, creativity and stamina through the creation of their own narrative piece.
Half Term 3: Jan – Feb	<p>War and Conflict</p> <ul style="list-style-type: none"> • Writing letters from the perspective of an evacuee • Creating visual and spoken propaganda • Applying persuasive devices • Exploring war poetry 	Students have learned the basic analytical skills and can apply these to some of the more complex reading extracts, including poetry. This scheme introduces the building of contextual knowledge in order to enhance written analysis.	Students develop an understanding of the importance of exploring context (A03) and how to incorporate social and historical detail into their analysis which is paramount for GCSE Literature.	Empathy and understanding of our cultural heritage form the basis of this scheme of work, with extracts from soldiers facing conflict, an understanding of the evacuation process in World War II and the impact of propaganda on society.	Students are exposed to a range of extracts, select relevant information from historical fact sheets and use advanced literacy skills to explore a range of reading and writing opportunities,	Dulce et Decorum est poem: Students are able to empathise with the range of emotions felt by the poet as he experiences conflict first hand and explore the figurative expression of his feelings.

					from speeches to poetry analysis.	
Half Term 4: Feb – April	<p>Private Peaceful (a novel)</p> <ul style="list-style-type: none"> • Reading the novel <i>Private Peaceful</i> by Michael Morpurgo • Understanding the social and historical context of war • Persuasive writing • Analysing the presentation of characters • Exploring the effects of language 	<p>Following on from War and Conflict, students have a more comprehensive overview of WW1 and WW2 and are able to analyse the textual extracts more comprehensively (A03)</p>	<p>Students are able to incorporate relevant contextual knowledge to support their analysis of the text (A03).</p>		<p>As well as deep exploration of the novel, students are exposed to a range of extracts, selecting relevant information from historical fact sheets and will use advanced literacy skills to explore a range of reading and writing opportunities using textual detail as a stimulus.</p>	<p>The novel touches on various SEMH issues such as, grief, love, pressure and conflict and how the character overcomes this.</p>

Half Term 5: April – May	<p>Writing to Argue</p> <ul style="list-style-type: none"> • Transactional writing • Audience and purpose • Rhetorical devices • Spelling grammar and punctuation 	The conflict SOW touched on writing to argue through speeches. Students will explore further writing to argue skills through a variety of transactional writing types.	Preparation for Component 2, section B (A05 and A06) for the GCSE exam.	Transactional writing allows students to employ every day skills such as letters of application, complaints and reviews.	Reading examples of transactional texts.	Exam questions relate to social dilemmas and situations, enabling student understanding of how to respond coherently and rationally.
Half Term 6: June – July	<p>Growing Pains Poetry</p> <ul style="list-style-type: none"> • Recapping poetic devices • Reading a range of poems • Personal responses to texts • Analysing a range of poems. 	Students have learned the discipline to analyse language. Poetry forms a core part of the exam and lends itself nicely to the perils of adolescence in the range of poems used.	Preparation for unseen poetry (A01/ A02)		Reading analysis and the ability to interpret poems are employed as well as coverage of new vocabulary and exploring the connotations of language.	Growing Pains poems support PSHE curriculum in acknowledging diversity of teenage life. Texts cover bullying, family conflict and neglect, allowing students to empathise with a range of social conflicts.