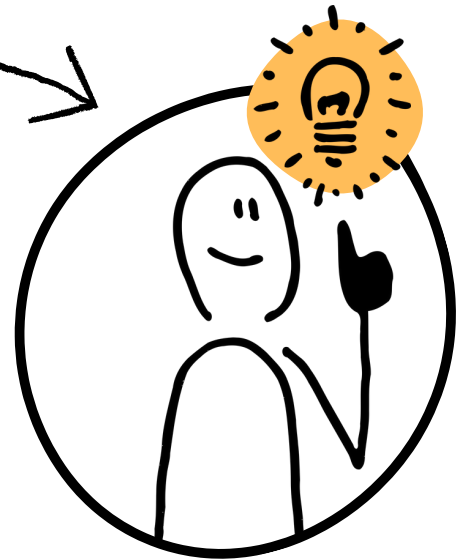


Year 7

CURRICULUM  
AUTUMN TERM



01

'Of Mice and Men'

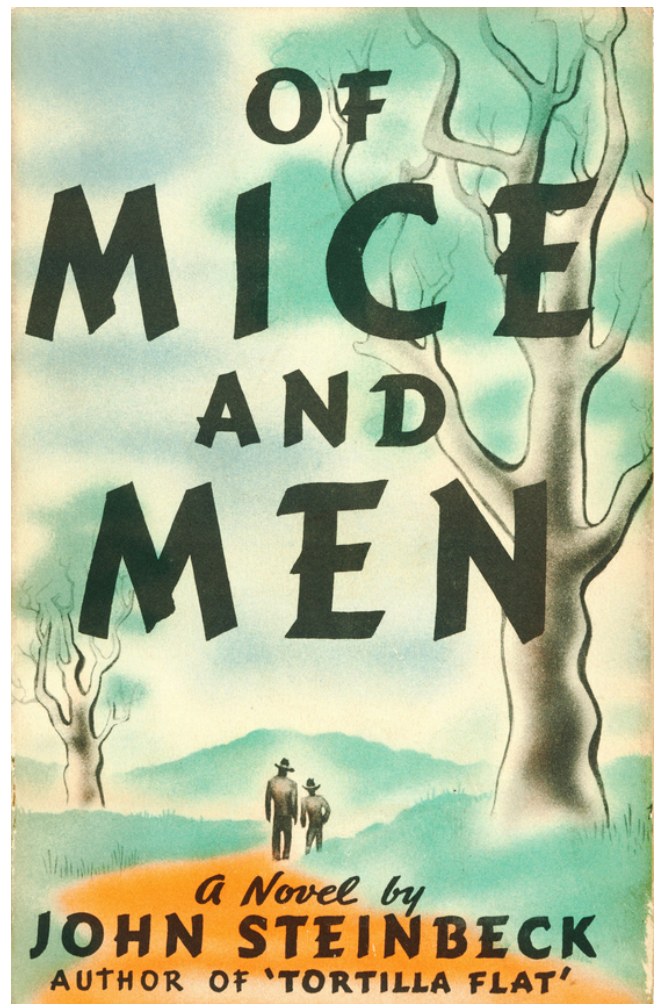
Students begin their time at Philip Morant by studying John Steinbeck's 'Of Mice and Men' a novel, carefully chosen by the English department, in its entirety. While studying the novel as a class, students will learn to interpret questions and ideas while supporting their opinions with quotations and textual reference.

Students will explore writer's craft and appreciate a range of methods used by a writer to achieve a desired response from their reader. Intertwined with this, will be the teaching of socio, economic and literary context such as The Great Depression, The American Dream, segregation, racial and gender prejudices and their relationship with the novel, as students will learn to become critical thinkers surrounding text production and reception.

Throughout the first half term, emphasis is given to reading skills as the students will complete a variety of questions to develop their ability to critically analyse and explore material in depth. In the second half term, emphasis is given to the students' writing skills across a range of forms: from creative writing: descriptive and narrative; to transactional writing: articles, letters, speeches, leaflets and essays.

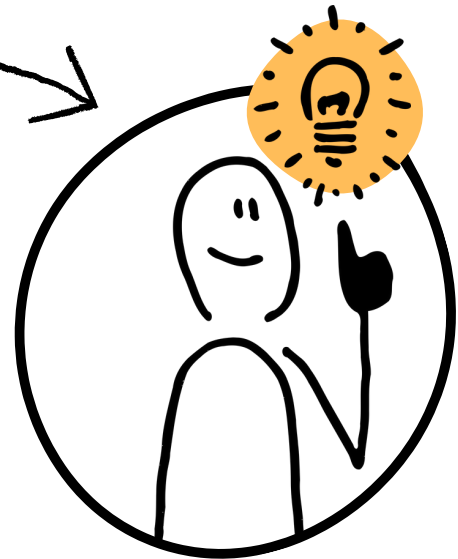
Key Concepts Covered

Identity, Diversity, and Discrimination  
Gender Expectations and the Patriarchy  
Power and Conflict  
Social Class and Hierarchy



Year 7

CURRICULUM  
SPRING TERM



02

'Hamlet'

Students continue their study of Literature and creative explorations through Shakespeare's tragedy 'Hamlet' as they explore the themes of grief, death, friendship, and revenge. While studying their play in class, students will learn to interpret questions and ideas while supporting their opinions with quotations and textual reference, building on the skills acquired in the autumn term.

Students will explore Shakespeare's craft as a playwright and appreciate a range of dramatic and language methods used to achieve a desired response from the reader/audience. Intertwined with this, will be the teaching of socio and political context of the Elizabethan period and its pertinence in understanding the action, characters, themes and authorial intentions in the play.

Throughout the first half term, emphasis is given to reading skills to build familiarity with Shakespeare's language. There is also a focus on critical thinking skills, where 'big questions' posed through the text are explored and debated. Oracy is further developed through the teaching and use of analytical terms and subject specific vocabulary when speaking about the text in class, and may be assessed through presentation. In the second half term, emphasis is given to a range of interpretations explored through class discussion and through film and stage adaptations. Students are encouraged to use creative writing as a medium in which to express their ideas and interpretations.

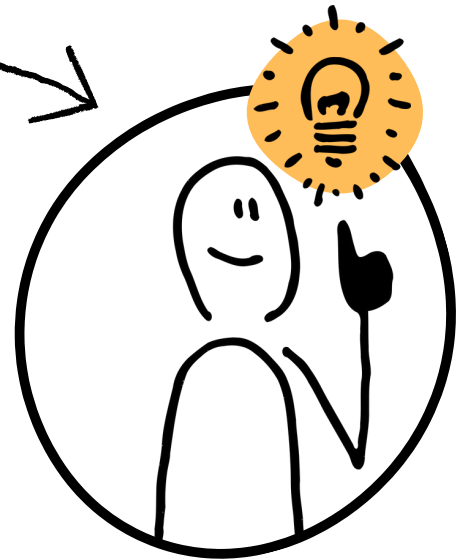
Key Concepts Covered

Imagined Worlds and Human Nature  
Gender Expectations and the Patriarchy  
Power and Conflict



Year 7

CURRICULUM  
SUMMER TERM



03

### Dystopian Fiction

Throughout this unit students explore a number of excerpts from a range of Dystopian fiction texts. Considering the mature nature and potentially upsetting content within Dystopian fiction, extracts are carefully chosen to ensure they are age appropriate.

The texts explored include: 'The Hunger Games' by Suzanne Collins, 'The Lottery' by Shirley Jackson, '1984' by George Orwell, 'The Handmaid's Tale' by Margaret Atwood, and 'The Maze Runner' by James Dashner.

While reading parts of these novels, students are explicitly taught reading skills to develop their confidence, comprehension, and understanding of a broad range of texts.

Throughout the term, students will produce their own pieces of writing, both creative and transactional to develop their confidence and ability.

Teachers carefully guide students through the foundations and complexities of grammar to ensure students' technical accuracy is developing all the time.

Throughout this unit, a focus on oracy is developed as students are guided through a range of speaking and listening tasks, debates, and discussions.

### Key Concepts Covered

Identity, Diversity, and Discrimination  
Power and Conflict  
Imagined Worlds and Human Nature

