

KEVICC KS3 Curriculum:		Subject: English	Key terms and vocabulary.
Year: 7 Term: Autumn 2		Topic: Beowulf (analysis)	Bold = Tier 3 subject terminology
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p>Students will read a range of extracts from Beowulf and understand the main narrative and some significant events in more detail. They will select quotations to support their ideas and practice using the PEA skill to identify and analyse alliteration and onomatopoeia.</p> <p>There will also be an opportunity to move the poem into modern prose with a focus on sentence variety, varied punctuation, chronological and non-chronological structure as well as carefully revising grammar and accuracy.</p> <p>The scheme begins with an introduction to the evolution of the English language, etymology and language acquisition.</p>			<p>Words are discussed and used within the lesson context and then revisited in the following lessons. Students are encouraged to use these words in their assessments. Library lessons are also used to reinforce these words. They will be revisited a minimum of four times in the year.</p>
<p>Culture Capital stories (one per fortnight): Achilles Heel, The Odyssey, Hercules</p>			<p>Atrocious, vile, theme, synonym, Legendary Epic narrative Acquire Portmanteau Accumulation, blend Inheritance, gist Skimming, scanning, Scoured, Alliteration, sibilance Onomatopoeia Writhing, Word class Proper, common, Abstract, Collective noun Pronoun Sombre, funereal Pathetic fallacy Quest, chronological non-chronological Narrative, prose Imply, perplexing, kenning, Compound, Monstrous, valiant, savage, Juxtaposition Antithesis Juxtaposition Plosive, fricative, Sibilant</p>
<p>What prior learning supports understanding of this content?</p> <p>Most students will have studied Beowulf in Year 4 and 6 of Primary school so should be familiar with the story. However, they will not have looked closely at etymology or analysed language and they will not be familiar with PEA analysis.</p>	<p>How does this content link to future learning?</p> <p>Students need to be fluent and resilient readers for GCSE. Throughout KS3 we will be practising analysing language in detail using PEA (and later PEAZL) using a variety of challenging stimuli.</p>		
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Beowulf in various forms from medieval to modern.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Extended analysis in Week 3 and 6. Creative writing with a focus on pathetic fallacy in Week 4.</p>		
<p>Review: <i>How will learning be reviewed?</i> <i>How will feedback be received?</i></p> <p>Baseline piece of short analysis in Week 3. Teacher feedback to aid improvement of analysis Revisited in more depth and detail in Week 6. Peer and self-assessment throughout.</p>			