

Long-term planning

English - Year 7

Year 7 Themes	Autumn Term – CHARACTER Heroes and Villains		Spring Term – POWER AND PROTEST The Use and Abuse of Power		Summer term – DIFFERENT PERSPECTIVES Growing Up	
<p>Each term centres on a specific theme, allowing students to explore similar ideas across paired reading and writing units.</p>	Students will know that					
	<p>Epic Journeys</p> <ul style="list-style-type: none"> Range of quest narratives from Greek myths to medieval poetry. Language history from Old English to Early modern English. Narrative structure, Freytag’s narrative pyramid and narrative perspective. 	<p>Oliver Twist by Charles Dickens</p> <ul style="list-style-type: none"> <i>Oliver Twist</i> – plot, characters, themes. The bildungsroman. Life for the poor in Victorian London. Dickens’ experience of poverty. Character types and characterisation. 	<p>The Tempest by William Shakespeare</p> <ul style="list-style-type: none"> <i>The Tempest</i> – plot, characters, relationships, themes. Shakespeare’s theatre and genres. Context of early European colonialism. Power and inequality. 	<p>Monologues</p> <ul style="list-style-type: none"> Range of monologues from Shakespeare to modern theatre. Key features and functions of monologues and diary writing. Monologues can be a way of giving a voice to those who feel excluded or neglected by society. 	<p>Poetry about place and home</p> <ul style="list-style-type: none"> Range of poems about place, home and belonging. The links between place, cultural heritage and identity. The impact of colonialism and migration on cultural identity and belonging. Simple poetic structure. 	<p>Class reader – biography/ autobiography/ autobiographical novel</p> <ul style="list-style-type: none"> A modern biography, autobiography or autobiographical novel, exploring themes of identity, belonging and growing up. Features of biographical and autobiographical writing.
<p>The curriculum is also sequenced thematically, so that students can develop their knowledge and understanding over time. Each year considers how literature explores character and identity; challenges power and provides a medium for protest; and</p>	Students will know how to					
	<p>Reading skills:</p> <ul style="list-style-type: none"> Make inferences about characters and support them with evidence. <p>Writing skills:</p> <ul style="list-style-type: none"> Create believable and engaging characters. Use sensory language. Write from different narrative perspectives. Structure narratives effectively using a range of strategies. Plan responses using a Single Paragraph Outline (SPO). Vary sentence openings and structures. 	<p>Reading skills:</p> <ul style="list-style-type: none"> Make more thoughtful inferences about characters’ personalities, actions and motivations. Make links between characters and context. Write effective topic sentences for analytical paragraphs. Support ideas with rich quotations and detailed explanations. Respond to an extract and make links with the rest of the text. Plan and follow a simple essay structure 	<p>Reading skills:</p> <ul style="list-style-type: none"> Use character profiles and effective note-taking to track character development. Write thesis statements and related topic sentences. Explore the writer’s choices at word and phrase level, using analytical verbs. Make links between themes and the specific historical context. <p>Speaking & listening skills:</p> <ul style="list-style-type: none"> Construct an effective argument. Plan and take part in an effective debate. 	<p>Writing skills:</p> <ul style="list-style-type: none"> Plan a monologue using a 3-part structure. Control tone through effective and ambitious vocabulary choices. Use sensory language to evoke a character’s experiences. Use symbolism to add emotional depth. Use simple rhetorical devices to engage the audience <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> Control voice and body language when delivering a monologue. 	<p>Reading skills:</p> <ul style="list-style-type: none"> Analyse the effects of figurative language in poetry. Use conjunctions to compare poems. <p>Writing skills:</p> <ul style="list-style-type: none"> Plan for methods as well as content. Use imagery and figurative language to evoke a sense of place. Use enjambment, caesura, juxtaposition to effectively structure a poem. <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> Control pitch, pace, tone and body language when performing a poem. 	<p>Consolidation of reading skills developed in Year 7:</p> <ul style="list-style-type: none"> Thesis statement, topic sentences. Use of rich quotations. Making inferences about characters and relationships. Analysis of writer’s choices – words, phrases, figurative language. Making links to biographical and historical contexts.
	Vocabulary and the concepts they link to					
<p><u>Tier 2 – big picture</u> Myth, hubris, humility, audacious, defiant</p> <p><u>Tier 3 – subject terminology</u> Moral, sensory language, 5-part narrative structure, flashback, narrative perspective</p>	<p><u>Tier 2 – big picture</u> Corruption, naivety, brutality, vulnerability, workhouse</p> <p><u>Tier 3 – subject terminology</u> Protagonist, characterisation, connotation, topic sentence, context</p>	<p><u>Tier 2 – big picture</u> Usurp, exploitation, colonialism, slave, subversive</p> <p><u>Tier 3 – subject terminology</u> Theatre, character profile, imperative, staging, thesis</p>	<p><u>Tier 2 – big picture</u> Outsider, subservient, stereotype, isolated, society</p> <p><u>Tier 3 – subject terminology</u> Monologue, tone, rhetoric, emotive language, body language</p>	<p><u>Tier 2 – big picture</u> Belonging, heritage, nostalgia, identity, immigrant</p> <p><u>Tier 3 – subject terminology</u> Correlative/comparative conjunctions, direct address, juxtaposition, imagery, enjambment</p>	<p><u>Tier 2 – big picture</u> <i>Recap and application of Year 7 vocabulary to new text.</i></p> <p><u>Tier 3 – subject terminology</u> Biography/autobiography <i>Recap and application of Year 7 vocabulary to new text.</i></p>	

introduces us to new perspectives and ways of seeing the world.

Finally, the year 7 units of study work together to provide a coherent introduction to ideas about how our identities develop and are shaped by experiences, places and the social forces around us.

Assessment					
Writing 1 – 5-part narrative inspired by a character from a story	Knowledge Test 1 Reading 1 – How does Dickens present the character of...?	Reading 2 – How does Shakespeare present Prospero’s treatment of Caliban?	Speaking & Listening – Performance of own monologue from the perspective of an outsider.	Knowledge Test 2 Writing 2: own poem about home plus critical commentary.	Reading 3 – Choice of reading question on text.
Diversity & development of cultural capital					
This unit develops cultural capital through close study of some of the myths and talks that have most influenced Western culture. Exploring language history, and Greek and Latin roots, builds word consciousness.	This unit develops cultural capital through close study of a canonical Victorian novel. The unit also allows students to explore issues of right and wrong, as well as looking at the harmful effects of prejudice and antisemitism.	This unit explores issues of democracy, citizenship and the use and abuse of power. The unit also encourages students to be appreciative of the cultural diversity of our society by teaching them about its origins in empire and colonialism.	Writing from the perspective of an outsider develops empathy and tolerance. The unit also introduces students to rhetoric – one of the cornerstones of a classical education and still much-prized today.	This unit builds cultural capital by introducing students to some challenging poems from different cultures around the world. It also encourages students to explore and celebrate their own cultural heritage.	This unit allows students to consolidate their learning over the year by applying vocabulary, concepts and skills to a new text. It builds cultural capital and encourages a love of English by exploring issues of identity in a modern and engaging text.
Cross-curricular opportunities and enrichment					
Links to other subjects: <ul style="list-style-type: none"> History – the Anglo-Saxon, Viking and Norman invasions of England in the Norman unit, yr7 Autumn 1 Links to celebration days: <ul style="list-style-type: none"> September – European Day of Languages Enrichment opportunities: <ul style="list-style-type: none"> SLA reading club Creative writing club 	Links to other subjects: <ul style="list-style-type: none"> History – industrialisation unit, yr8 Summer 2 Links to celebration days: <ul style="list-style-type: none"> November - Anti-Bullying Week Enrichment opportunities: <ul style="list-style-type: none"> SLA reading club Creative writing club Year 7 pantomime trip 	Links to other subjects: <ul style="list-style-type: none"> Art – study of Aboriginal art and respect for indigenous cultures, yr7 Spring 1 History –Exploration and Slavery unit, yr8 Spring 2 Links to celebration days: <ul style="list-style-type: none"> February - National Storytelling Week Enrichment opportunities: <ul style="list-style-type: none"> Debate club 	Links to celebration days: <ul style="list-style-type: none"> March - World Book Day March - World Poetry Day Enrichment opportunities: <ul style="list-style-type: none"> Debate club 	Links to other subjects: <ul style="list-style-type: none"> Geography – unit on sustainability, yr7 Summer 1 History – Growth of Empire unit, yr8 Summer 1 Languages – comparing cities to Manchester, yr9 Spring 2; childhood traditions in different countries, yr9 Summer 1 Links to celebration days: <ul style="list-style-type: none"> April - Earth Day Enrichment opportunities: <ul style="list-style-type: none"> Poetry club 	Enrichment opportunities: <ul style="list-style-type: none"> Poetry club