

Long-term planning

English - Year 7

Year 7 Themes	Autumn Term – DIFFERENT PERSPECTIVES <u>The Power of Place</u>		Spring Term – POWER AND PROTEST <u>The Use and Abuse of Power</u>		Summer term – DIFFERENT PERSPECTIVES <u>Heroes and Villains</u>	
<p>Each term centres on a specific theme, allowing students to explore similar ideas across paired reading and writing units.</p> <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 introduces us to new perspectives and ways of</p>	Students will know that					
	<p><i>Boy Everywhere</i> by A M Dassu</p> <ul style="list-style-type: none"> Boy Everywhere – plot, characters, themes. Introduction to prose fiction. Introduction to narrative viewpoint. 	<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. Imagery, figurative language, simple poetic structure. 	<p><i>The Tempest</i> 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. Introduction to Shakespeare’s language. 	<p>Monologues</p> <ul style="list-style-type: none"> Range of monologues from Shakespeare to modern theatre and prose. Key features and functions of monologues and diary writing. Effective use of structure, tone and voice in writing. Non-verbal aspects of effective communication. 	<p><i>Oliver Twist</i> by Charles Dickens</p> <ul style="list-style-type: none"> <i>Oliver Twist</i> – plot, characters, themes. Life for the poor in Victorian London and Dickens’ experience of poverty. Character types and characterisation. Freytag’s narrative pyramid. 	<p>The rights of the child</p> <ul style="list-style-type: none"> Comparison of Victorian and modern experiences of childhood/ schooling in a range of fiction and non-fiction texts. Introduction to non-fiction and transactional writing. Adopting a viewpoint and presenting it clearly.
	Students will know how to					
<p>Reading – COMPREHENSION</p> <ul style="list-style-type: none"> Reciprocal reading: predict, clarify, question, summarise. Make, support and explain inferences about characters’ feelings and motives. Write topic sentences and find supporting evidence. Use the SQ1 paragraph structure. <p>This will be supported by imaginative writing from different characters’ perspectives.</p>	<p>Writing – DEVELOPING IDEAS</p> <ul style="list-style-type: none"> Use relevant details to explain why a place is important. Use imagery and figurative language to evoke a sense of place. Use enjambment, caesura, juxtaposition to effectively structure a poem. Redraft work to improve effects. <p>Students will also develop their speaking and listening skills through performance of poetry.</p>	<p>Reading - INTERPRETATION</p> <ul style="list-style-type: none"> Explore relationships between characters. Write clear topic sentences that develop an interpretation of a character Select relevant details and rich quotations to support ideas. Zoom in on connotations of key words and phrases. <p>Students will also learn how to construct a basic argument about characters,</p>	<p>Writing - CRAFTING</p> <ul style="list-style-type: none"> Construct a character by including relevant details and backstory. Control tone and create a voice through vocabulary choices. Create engaging openings and linked conclusions. Use simple rhetorical devices to engage the audience. <p>Students will also learn how to control voice and body language when delivering a monologue.</p>	<p>Reading – EVALUATION</p> <ul style="list-style-type: none"> Plan and follow a simple essay structure which explores a thesis. Evaluate ambiguous characters from a more challenging text. Make more thoughtful inferences about characters, using evidence from across a text. Respond to an extract and make links with the rest of the text. <p>Students will also learn how to effectively introduce and conclude an extended response.</p>	<p>Writing – CONSTRUCTING AN ARGUMENT</p> <ul style="list-style-type: none"> Write with a clear viewpoint and intention. Shape ideas to influence the reader. Use evidence, examples, and comparison to strengthen persuasive impact. Use a letter structure to present a view on education. <p>Students will also encounter opportunities for some creative writing with the intention of building these skills.</p>	

<p>seeing the world.</p> <p>The units in year 7 share a focus on the “<i>what</i>”: reading focuses on comprehension and interpretation, whilst writing instruction emphasises the development of ideas. Whilst each unit has a specific skills focus to ensure effective sequencing, we also revisit skills across the units so that reading, writing, speaking and listening develop holistically. These are tested through ongoing formative assessment and at two summative assessment</p>	Vocabulary and the concepts they link to					
	<p><u>Tier 2 – big picture</u> Asylum seeker, refugee, stereotype, culture, empathy</p>	<p><u>Tier 2 – big picture</u> Belonging, heritage, nostalgia, identity, immigrant</p>	<p><u>Tier 2 – big picture</u> Usurp, exploitation, colonialism, slave, subversive</p>	<p><u>Tier 2 – big picture</u> Outsider, subservient, injustice, isolated, society</p>	<p><u>Tier 2 – big picture</u> Corruption, naivety, brutality, vulnerability, workhouse</p>	<p><u>Tier 2 – big picture</u> Safeguarding, expectations, rights, evaluate</p>
	<p><u>Tier 3 – subject terminology</u> Prose, narrative viewpoint, first-person, limited narrator, comprehension, inference</p>	<p><u>Tier 3 – subject terminology</u> Sensory language, figurative language, simile, stanza, juxtaposition, enjambment</p>	<p><u>Tier 3 – subject terminology</u> Thesis, topic sentence, theatre, audience, staging, connotations</p>	<p><u>Tier 3 – subject terminology</u> Metaphor, personification, monologue, characterisation, tone, paralanguage</p>	<p><u>Tier 3 – subject terminology</u> Evaluation, protagonist/ antagonist, mode/form/genre, moral, bildungsroman, narrative pyramid</p>	<p><u>Tier 3 – subject terminology</u> Purpose, viewpoint, fact/opinion, bias, structure, summarise, Standard English</p>
	Assessment					
	<p><u>Summative Assessment Period 1</u></p> <ul style="list-style-type: none"> • Knowledge Test 1 – Tests previously taught Tier 3 vocabulary. • Reading Assessment 1 – Unseen extract plus comprehension and analysis questions. • Writing Assessment 1 – Prepared and drafted imaginative writing task, written up in controlled conditions. 			<p><u>Summative Assessment Period 2</u></p> <ul style="list-style-type: none"> • Knowledge Test 1 – Tests previously taught Tier 3 vocabulary. • Reading Assessment 1 – Choice of extract and whole text question on a text we have studied. • Writing Assessment 1 – Prepared and drafted transactional writing task, written up in controlled conditions. 		
	Diversity & development of cultural capital					
	<p>This unit explores themes of survival, family, and the human cost of displacement, highlighting both the hardships faced by refugees and the resilience they demonstrate. The young protagonist, the local setting, and the theme of being uprooted and thrown into a new environment will engage and resonate with our new cohort.</p>	<p>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, serving as an engaging way for them to introduce themselves to their new teachers and classmates.</p>	<p>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.</p>	<p>This unit uses the outsider characters from <i>The Tempest</i> as the springboard for creative writing. Writing from the perspective of an outsider develops empathy and tolerance. Indeed, dramatic monologues have often been used as a way of giving a voice to those who feel excluded or neglected by society.</p>	<p>This unit builds cultural capital through close study of a canonical Victorian novel. One of literature’s key strengths is that it allows us to explore personal development – that of the characters we read about and, by extension, our own. The unit explores issues of right and wrong, and the harmful effects of prejudice and antisemitism.</p>	<p>This unit enables pupils to reflect critically on differing perspectives of childhood. They will consolidate their understanding of injustice, responsibility, and moral agency through a variety of texts. Pupils will write a transactional / non-fiction text that communicates a viewpoint about children’s rights and education.</p>
Cross-curricular opportunities and enrichment						
<p>Links to other subjects: Geography</p> <ul style="list-style-type: none"> • Migration and refugees (push/pull factors) • Conflict zones and routes of migration • Human geography and global inequality <p>History</p>	<p>Links to other subjects: Geography</p> <ul style="list-style-type: none"> • Sense of place and identity • Rural vs urban environments • Physical and human landscapes <p>History</p>	<p>Links to other subjects: History</p> <ul style="list-style-type: none"> • Jacobean England • Exploration, empire, and early colonialism <p>Geography</p> <ul style="list-style-type: none"> • Islands, isolation, and exploration 	<p>Links to other subjects: PSHE/IDP</p> <ul style="list-style-type: none"> • Expressing emotions appropriately • Confidence, resilience, and self-expression <p>History</p> <ul style="list-style-type: none"> • Giving voice to marginalised figures 	<p>Links to other subjects: History</p> <ul style="list-style-type: none"> • Victorian Britain and the Industrial Revolution • The Poor Law (1834) and workhouses • Child labour and attitudes to poverty 	<p>Links to other subjects: Citizenship</p> <ul style="list-style-type: none"> • Democracy, law, and human rights • Children’s rights and responsibilities • The UN Convention on the Rights of the Child <p>PSHE/IDP</p>	

<p>points in each year.</p> <p>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.</p>	<ul style="list-style-type: none"> historical refugee crises (e.g. WWII, Syria, Afghanistan). Causes and consequences of war. <p>Citizenship</p> <ul style="list-style-type: none"> Human rights and asylum Empathy, tolerance, and diversity. Life in modern Britain <p>RE</p> <ul style="list-style-type: none"> Ethical responses to refugees <p>Links to celebration days:</p> <ul style="list-style-type: none"> September – European Day of Languages <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club Creative writing club 	<ul style="list-style-type: none"> How places change over time Migration and generational identity <p>Music</p> <ul style="list-style-type: none"> Rhythm and tone to convey mood <p>PSHE/IDP</p> <ul style="list-style-type: none"> Personal identity and belonging <p>Links to celebration days:</p> <ul style="list-style-type: none"> November - Anti-Bullying Week <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club Creative writing club Pantomime trip 	<ul style="list-style-type: none"> The New World and European expansion <p>RE</p> <ul style="list-style-type: none"> Forgiveness and reconciliation Morality, justice, and mercy <p>Science</p> <ul style="list-style-type: none"> Renaissance beliefs about science vs magic <p>Drama</p> <ul style="list-style-type: none"> Voice, movement, and staging Character power dynamics <p>Links to celebration days:</p> <ul style="list-style-type: none"> February - National Storytelling Week <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club, Debate club 	<p>Citizenship</p> <ul style="list-style-type: none"> Speaking out and advocacy <p>Links to celebration days:</p> <ul style="list-style-type: none"> March - World Book Day March - World Poetry Day <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club, Debate club 	<ul style="list-style-type: none"> Social class divisions in 19th century England Crime and punishment in Victorian London <p>Citizenship</p> <ul style="list-style-type: none"> Social responsibility and inequality Justice, fairness, and moral responsibility <p>PSHE/IDP</p> <ul style="list-style-type: none"> Safeguarding and exploitation Moral choices and peer pressure <p>RE</p> <ul style="list-style-type: none"> Moral judgement and redemption Ethical responses to poverty <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club Poetry club 	<ul style="list-style-type: none"> Well-being safety, and respect Healthy relationships British values <p>History</p> <ul style="list-style-type: none"> How children’s rights have changed over time Child labour and education reforms <p>RE</p> <ul style="list-style-type: none"> Moral responsibility Social justice <p>Link to celebration days:</p> <ul style="list-style-type: none"> Father’s Day (21st June) <p>Enrichment opportunities:</p> <ul style="list-style-type: none"> SLA reading club
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