

## Curriculum Overview: Year 7 English

**Rationale:** In Year 7 we endeavour to introduce students to a range of fiction and non-fiction texts, such as novels, poetry and articles. Students will learn how to analyse texts on a deeper level, paying particular attention to the language writers use to create meaning. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their writing. Students will develop their reading, writing, and speaking and listening skills, to encourage high levels of literacy across all disciplines.

Term	Outline	Assessment	Home learning	Skills focus	Skills interleaved
Autumn 1 <b>Classical Mythology</b> Writing (8 weeks)	Students to <b>understand</b> how imagery is used in classic myths and use sensory language effectively in their creative writing.	<b>Progress Check:</b> Descriptive writing task based on an image from a myth.  <b>End Assessment:</b> Descriptive writing task based on an image from a myth.	Home learning booklet – tasks to be set by class teacher and vocab tested in class.	<ul style="list-style-type: none"> <li>• Reading and comprehension of classical mythology</li> <li>• Using sensory language effectively in creative writing.</li> <li>• Using ambitious vocabulary to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and comprehension (KS2)</li> <li>• Awareness of the writer (KS2)</li> <li>• Creative writing (KS2)</li> </ul>
Autumn 2 <b>October October</b> Reading (7 weeks)	Students to <b>understand</b> the narrative of the novel 'October October', paying particular attention to how the writer uses setting to create meaning.	<b>Progress Check:</b> Extract assessment from early in novel.  <b>End Assessment:</b> Extract assessment from end of novel.	Home learning booklet – tasks to be set by class teacher and vocab tested in class.	<ul style="list-style-type: none"> <li>• Analysis of writer's methods</li> <li>• Analysis of setting</li> <li>• How to construct an analytical paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the writer (KS2)</li> <li>• Use of references to support ideas (KS2)</li> <li>• Reading and comprehension (KS2 and Autumn 1)</li> </ul>
Spring 1 <b>Shakespeare's Tragedies</b> Reading (6 weeks)	Students will study a range of characters from Shakespeare's tragedies, and analyse the use of dramatic techniques. Students will apply dramatic terminology accurately.	<b>Progress Check:</b> Extract style assessment  <b>End Assessment:</b> Extract style assessment.	Home learning booklet – tasks to be set by class teacher and vocab tested in class.	<ul style="list-style-type: none"> <li>• Analysis of writers' methods to create meaning</li> <li>• Analysis of dramatic techniques</li> <li>• Using references to support ideas</li> <li>• Applying terminology accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and comprehension (Autumn 1)</li> <li>• Awareness of the writer (Autumn 1 and 2)</li> <li>• Use of references to support ideas (Autumn 2)</li> </ul>

<p>Spring 2</p> <p><b>Victorian Crime Writing</b> (6 weeks)</p>	<p>Students will explore the context of the Victorian era, and produce their own non-fiction articles, using emotive and persuasive language.</p>	<p><b>Progress Check:</b> Article on workhouses</p> <p><b>End Assessment:</b> Article on Victorian punishment</p>	<p>Home learning booklet – tasks to be set by class teacher and vocab tested in class.</p>	<ul style="list-style-type: none"> <li>• Writing accurately and coherently</li> <li>• Using emotive language effectively</li> <li>• Structuring an article appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and comprehension (Autumn 1 and 2, Spring 1)</li> <li>• Non-fiction writing (KS2)</li> </ul>
<p>Summer 1</p> <p><b>Ruby in the Smoke</b> Reading (4 weeks)</p>	<p>Students will read the novel ‘Ruby in the Smoke’ by Philip Pullman, paying particular attention to how setting is used to create meaning.</p>	<p><b>Progress Check:</b> Paragraph on how setting is used early in novel.</p>	<p>Home learning booklet – tasks to be set by class teacher and vocab tested in class.</p>	<ul style="list-style-type: none"> <li>• Reading and comprehension skills</li> <li>• Analysis of setting</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and comprehension (Autumn 1 and 2, Spring 1 and 2)</li> <li>• Use of references to support ideas (Autumn 2, Spring 1)</li> <li>• Analysis of setting (Autumn 2)</li> </ul>
<p>Summer 2</p> <p><b>Ruby in the Smoke</b> Reading (3 weeks)</p> <p><b>Exams</b> (1 week)</p> <p><b>Poetic Voices</b> (3 weeks)</p>	<p>Students will analyse the whole novel ‘Ruby in the Smoke’, paying particular attention to how setting is used to create meaning.</p> <p>Students will explore a range of poems from different perspectives, and analyse the poetic methods used. Students will use poetic terminology accurately in their responses.</p>	<p><b>Exam –</b> 45 minutes in Hall on ‘Ruby in the Smoke’.</p> <p><b>Assessment:</b> Analysis of one poem.</p>	<p>Home learning booklet – tasks to be set by class teacher and vocab tested in class.</p>	<ul style="list-style-type: none"> <li>• Analysis of writer’s methods</li> <li>• Use of references to support ideas</li> <li>• Analysis of setting</li> <li>• Analysis of poetic methods</li> <li>• Use of references to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and comprehension (Autumn 1 and 2, Spring 1 and 2)</li> <li>• Use of references to support ideas (Autumn 2, Spring 1)</li> <li>• Analysis of setting (Autumn 2)</li> <li>• Reading and comprehension (Autumn 1 and 2, Spring 1 and 2, Summer 1)</li> <li>• Use of references to support ideas (Autumn 2, Spring 1, Summer 1)</li> </ul>