

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 / Length of Unit	Outline	Key Vocabulary	Reading Strategy	Skills Focus & Interleaved	Home Learning	Assessment
Year 7 Autumn 1.1 (8 weeks)	<p><u>Power of Storytelling</u></p> <p>Students will analyse the presentation of heroes, villains and allegorical characters, considering how characterisation shapes meaning and engages audiences. Students will explore how narratives reflect the societies in which they were written and compare perspectives across classical, medieval, Renaissance and modern texts.</p>	<p>Onomatopoeia Personification Simile Alliteration Metaphor Archetypal Protagonist Antagonist Trait</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. 	<ul style="list-style-type: none"> • Reading and comprehension of classical mythology. • Using sensory language effectively in creative writing. • Using ambitious vocabulary to express ideas. <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Reading and comprehension (KS2) • Awareness of the writer (KS2) • Creative writing (KS2) 	<p>English task: per fortnight to be set by class teacher & reading log fortnightly (on alternate weeks)</p>	<p>Progress Check / Final Assessment:</p> <p>Creative task based on extract.</p>

Year 7 Autumn 1.2 (7 weeks)	<u>October October</u> Students to study the narrative of the novel 'October October', paying particular attention to how the writer uses setting to create meaning.	Inference Atmosphere Exposition Personification Metaphor Hyperbole Connotation Tension Shift Perspective	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. 	<ul style="list-style-type: none"> • Analysis of writer's methods. • Analysis of setting. • How to construct an analytical paragraph. Skills Interleaved <ul style="list-style-type: none"> • Awareness of the writer (KS2) • Use of references to support ideas (KS2) • Reading and comprehension (KS2 and Autumn 1) 	English task: per fortnight to be set by class teacher.	Progress Check/ Final Assessment: Extract assessment from novel.
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Year 7 Spring 2.1 (6 weeks)	<p><u>Shakespeare's Tragedies</u></p> <p>Students will study a range of characters from Shakespeare's tragedies and analyse the use of dramatic techniques. Students will apply dramatic terminology accurately.</p>	<p>Exposition Denouement Foreshadowing Hamartia Simile Metaphor Tragedy Prologue Tragic Hero</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. 	<ul style="list-style-type: none"> • Analysis of writer's methods to create meaning. • Analysis of dramatic techniques. • Applying terminology accurately. <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Reading and comprehension (Autumn 1) • Awareness of the writer (Autumn 1 and 2) • Use of references to support ideas (Autumn 2) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>Progress Check/ Final Assessment: Extract style assessment.</p>
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Year 7 Spring 2.2 (5 weeks)	<p><u>Victorian Crime</u></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>Argument Article Anecdote Dispossessed Deprivation Destitution Deterrent</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. 	<ul style="list-style-type: none"> • Writing accurately and coherently. • Using emotive language effectively. • Structuring an article appropriately. <p>Skills Interleaved.</p> <ul style="list-style-type: none"> • Reading and comprehension (Autumn 1 and 2, Spring 1) • Non-fiction writing (KS2) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>Progress Check/ Final Assessment: Produce an article.</p>
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Year 7 Summer 3.1 (7 weeks & 3 weeks of 3.2)	<p><u>Ruby in the Smoke</u></p> <p>Students will study the novel 'Ruby in the Smoke' by Philip Pullman, paying particular attention to how setting is used to create meaning.</p>	<p>Motif Symbolism Metaphor Simile Personification Trade Empire Dialogue</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. 	<ul style="list-style-type: none"> • Analysis of writer's methods. • Use of references to support ideas. • Analysis of setting <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Reading and comprehension (Autumn 1 and 2, Spring 1 and 2) • Use of references to support ideas (Autumn 2, Spring 1) • Analysis of setting (Autumn 2) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>Progress Check: Paragraph on how setting is used early in novel.</p>
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<p>Year 7 Summer 3.2 (RITS for 3 weeks)</p>	<p><u>Ruby in the Smoke</u></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><u>Year 7 Exams</u></p> <p><u>People and Place Poetry</u></p>	<p>Semantic field Imagery Rhyme Repetition Stanza End -stopped lines Enjambment Caesura</p>	<ul style="list-style-type: none"> • Knowledge organisers with key terms. • Guided reading (margin questions directing students to the relevant part of the text). • Pre-teaching of key vocabulary + modelled usage. • First read is modelled (read aloud) by teacher. • Glossary that is embedded into lessons. 	<ul style="list-style-type: none"> • Analysis of writer's methods. • Use of references to support ideas. • Analysis of setting • Analysis of poetic methods. • Use of references to support ideas. <p>Skills Interleaved</p> <ul style="list-style-type: none"> • Reading and comprehension (Autumn 1 and 2, Spring 1 and 2) • Use of references to support ideas (Autumn 2, Spring 1) • Analysis of setting (Autumn 2) <ul style="list-style-type: none"> • Reading and comprehension (Autumn 1 and 2, Spring 1 and 2, Summer 1) • Use of references to support ideas (Autumn 2, Spring 1, Summer 1) 	<p>English task: per fortnight to be set by class teacher.</p>	<p>Exam – 45 minutes in Hall on 'Ruby in the Smoke'. (Yr7 Exams)</p> <p>Assessment: Analysis of one poem.</p>
<p>(3 weeks)</p>	<p>Students will explore a range of poems from different perspectives, and analyse the poetic methods used.</p> <p>Students will use poetic terminology accurately in their responses.</p>					