English Curriculum: Year 7

Year 7 CONFLICT	HT1	HT2	HT3	HT4	HT5	HT6
	CHILDHOOD		DIFFERENCE		CHANGE	
Topic	TRANSITION (2 wks) MODERN NOVEL- (7 wks)	CHILDHOOD (5 wks)	MYTHOLOGY	POETRY FROM OTHER CULTURES	THE RHETORIC OF CHANGE	LANGUAGE CHANGE
Why this? Why now?	We start with a novel, as this is a genre that is taught well at KS2 and it allows us to set out our expectations, key skills and intent from the offset to all pupils. It enables us to gain understanding of students' prior learning and to assess skills, to ensure the appropriate level of stretch and challenge from the start of the course and to identify gaps. It also establishes the schemata for approaching any text in the future by giving pupils a structure and a plan for looking at texts. This unit should engage students and builds on the KS2 exploration of fiction, reading comprehension and creative writing skills and on the KS2	Exploration of a range of 19th and 20th century non-fiction texts that are linked by the theme of childhood allows the students to transfer and apply the skills used in the previous unit to non-fiction texts. It also enables us to identify students' prior knowledge and assess their skills, gaps and ability to transfer skills to a different medium. Looking at a range of extracts from different eras centred on writer's views will support students in identifying the poets' views in the next half term. It will also prepare them for ranging across different texts from different eras when they look at language change.	The central text studied is a play text and offers students an introduction to modern drama. The Oxford Playscript, *The Labyrinth* by David Calcutt, provides students with a medium through which to explore the conventions of the dramatic form and provides an insight into how classical canonical literature has helped shape our world view. Exploration of character development and of voice, to inform the establishing of voice in creative writing will enable students to reinforce and hone the skills introduced in the Autumn term.	Studying a collection of poetry from a range of other cultures through allows students to explore the beauty and power of language and engage in topical discussion. Analysis of the effects of poetic techniques and tracing a narrative line builds upon the analysis of the writer's use of language in establishing character. Exploration of the effects of language and structure within poetry will support the understanding of the effects of a writer's choice of language and structure in the	This unit involves analysis of a range of 20th and 21st century speeches centred on social, political and environmental change. Exploration of rhetorical devices and the intended effect and impact linked to the bigger idea of effecting change is underpinned by previous exploration of writer's craft and the notion of difference.	Students will explore a range of texts that will enable them to see how the English language has developed over time. Awareness of a timeline of canonical literature will contextualise Victorian, Romantic and Shakespearean literature in Year 8. Knowing that language changes will also help support the movement between 19th, 20th and 21st century texts and accessing the different registers therein.

	expectations laid out by the National Curriculum. By enabling students to explore ideas of childhood in the novel, alongside the relevant historical / political contexts of the novels, it prepares and grounds students for exploration of childhood experiences in non-fiction in pre 19th century texts. Exploration of character arcs and narrative lines and writers' voices will support understanding of character and narrative voice in modern drama.			study and recreation of rhetoric.		
Essential knowledge	Identify, select and retrieve implicit and explicit information • Understand characterisation • Understand plot, structure and narrative voice • Make inferences • Show awareness of	• Identify, select and retrieve implicit and explicit information across a range of texts • Identify writers' ideas and perspectives • Make judgements and justify opinions	• Understand and analyse the conventions of a play text • Understand plot and structure • Understand characterisation and voice • Make inference • Communicate imaginatively and with authorial intent	• Locate information and relevant quotations • Use reading strategies to question a text • Make inferences • Identify, explain and analyse writers' use of language	• Identify writers' ideas and perspectives • Select and adapt tone, style and register • Establish a writing voice • Employ a range of structural features	• Use a range of reading strategies • Annotate texts to support understanding • Make language choices for effect and to shape meaning • Communicate effectively

	• different children's lives and experiences • Show awareness of privilege	• Communicate effectively matching task to purpose, audience and form • Show awareness children lead different lives across time in our society • Discuss ideas and highlight priorities and essential details	• Show awareness of notions of alter-ego and identity • Show awareness of concepts of heroism	and structure to achieve effects • Show awareness of different perspectives of identity • Show recognition of similarities in spite of differences	• Use a range of language devices • Show awareness of the power of language • Show awareness of the agency of language to instigate change • Present opinions and sustain listening	• Show awareness of how our language has evolved over time • Show awareness of the significant contextual factors that have affected language change
Assessment	• Character analysis essay • Baseline progress test • NGRT	• Creative writing • Comprehension • Spoken Language	• Comprehension • Creative writing - myth	• Thematic essay	• Persuasive speech • Spoken Language	• Creative writing • Progress test • NGRT
NC coverage	Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Write accurately, fluently, effectively and at length for a wide	Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Write accurately, fluently, effectively and at length for a wide	Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Write accurately, fluently, effectively and at length for a wide	Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Write accurately, fluently, effectively and at length for a	Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Write accurately, fluently, effectively and at length for a	Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Write accurately, fluently, effectively and at length for a wide range of

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