

English Curriculum: Year 7

The aims of the English curriculum in Year 7 are to consolidate literacy knowledge, develop engagement with reading, and to ensure students are challenged with work that enables them to engage with the key knowledge, skills and understanding that will be used throughout their study of English at Copley Academy.

Within their four English lessons per week, students will study a range of high-quality texts and thought-provoking topics that develop their reading, writing and spoken language abilities, as well as their resilience and independence. Additionally, students have a Reading Plus lesson once a week to ensure progress and engagement with reading and a tutor time 'powerful language' session every week.

Year 7 CONFLICT	HT1	HT2	HT3	HT4	HT5	HT6
Topic	CHILDHOOD		DIFFERENCE		CHANGE	
Topic	MODERN NOVEL- (9 wks)	CHILDHOOD (5 wks)	MYTHOLOGY	THE HISTORY OF NARRATIVE	THE RHETORIC OF CHANGE	POETRY FROM OTHER CULTURES
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	Exploration of a range of 19 th and 20 th 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.	The central text studied is a play text and offers students an introduction to modern drama. The Oxford Playscript, <i>The Labyrinth</i> 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	The aim of this unit is to provide students with an introduction to the History of Narrative. Students will explore a range of texts chosen from key points in history that reflect and exemplify the different literary movements; their ideologies and changing narrative foci. Examination of the texts will allow students to	This unit involves analysis of a range of 20 th and 21 st 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	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

	<p>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 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.</p>	<p>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.</p>	<p>voice, to inform the establishing of voice in creative writing will enable students to reinforce and hone the skills introduced in the Autumn term.</p>	<p>develop their cultural capital as well as practising reading skills. Awareness of a timeline of canonical literature will help contextualise Victorian, Romantic and Shakespearean literature in Year 8 and beyond.</p>	<p>the notion of difference.</p>	<p>structure within poetry will support the understanding of the effects of a writer's choice of language and structure in the study and recreation of rhetoric.</p>
<p>Essential knowledge</p>	<ul style="list-style-type: none"> Identify, select and retrieve implicit and explicit information Understand characterisation 	<ul style="list-style-type: none"> Identify, select and retrieve implicit and explicit information 	<ul style="list-style-type: none"> Understand and analyse the conventions of a play text Understand plot and structure 	<ul style="list-style-type: none"> Make effective notes and annotations Make evaluative comments and offer 	<ul style="list-style-type: none"> Identify writers' ideas and perspectives Select and adapt tone, 	<ul style="list-style-type: none"> Locate information and relevant quotations Use reading strategies to

	<ul style="list-style-type: none"> • Understand plot, structure and narrative voice • Make inferences • Show awareness of different children's lives and experiences • Show awareness of privilege • The Taliban • Patriarchy • Sharia Law • Islamic expectations • Gender inequality • Definition of privilege and comparison of privileged childhood vs the one explored in the novel • Plot, narrative voice, character, relationships and characterisation, genre, perspective, omniscient, 	<p>across a range of texts</p> <ul style="list-style-type: none"> • Identify writers' ideas and perspectives • Make judgements and justify opinions • 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 • How a voice is created • Structure • Explicit and implicit information • Epistolary form – 	<ul style="list-style-type: none"> • Understand characterisation and voice • Make inference • Communicate imaginatively and with authorial intent • Show awareness of notions of alter-ego and identity • Show awareness of concepts of heroism • Narrative – Freytag and Todorov's archetypes • Introduction, exposition, problem, climax, resolution and denouement. • Cyclical structure • Narrative arc • Characterisation • Setting • Paragraphing 	<p>alternative interpretations</p> <ul style="list-style-type: none"> • Use sophisticated subject specific terminology • Compare writers' ideas and perspectives across texts • Select, retrieve and synthesise evidence across a range of texts • Understand how language changes over time and the significant contextual factors that impact • Understand how heroic characters have been presented over time, linking to the bigger ideas of 	<p>style and register</p> <ul style="list-style-type: none"> • Establish a writing voice • Employ a range of structural features • 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 • List of devices • Logos, pathos and ethos • Conventions of a speech 	<p>question a text</p> <ul style="list-style-type: none"> • Make inferences • Identify, explain and analyse writers' use of language and structure to achieve effects • Show awareness of different perspectives of identity • Show recognition of similarities in spite of differences • Culture, what it is, how it links to identity, • What is a poem? How to approach, terminology for devices, • Structure and form – stanza, tone, voice,
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	<p>subjective, setting, theme</p>	<p>introduction, voice, topic sentences, counter argument, conclusion</p> <ul style="list-style-type: none"> • Language features • Pathos • Audience, purpose, form • Social class divide, urchins, orphans, workhouses, privilege, ragged schools 	<ul style="list-style-type: none"> • Temporal markers • Sentence openers (Alan Peat) • Greek context – tragedy, chorus, Gods, Greek heroism, what is considered classical • Hamartia • Influence on modern day media 	<p>Conflict and Change</p> <ul style="list-style-type: none"> • Understand how authors make choices to create effects 	<ul style="list-style-type: none"> • What is a speech – how is it structured? Cyclical structure and counter argument. • Viewpoint and perspective • Language as powerful, influential, providing agency • Injustice and how this is challenged • Racism, inequality, climate change • Purpose, audience and form • Impact of each speech – how has this made the world better? 	<p>persona, rhyme, language devices,</p> <ul style="list-style-type: none"> • What is context? • Culture and identity linked to voice • Connect themes to ideas and inform their understanding of a poem. • Slavery, transatlantic slave triangle, Aboriginal history, Carribean immigration, Phonetic representation of accent and dialect, creole, Indian culture, Apartheid, Colonialism and post colonialism,
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Assessment	<ul style="list-style-type: none"> • Baseline progress test • NGRT 	<ul style="list-style-type: none"> • Autumn summative assessment 		<ul style="list-style-type: none"> • Spring summative assessment 	<ul style="list-style-type: none"> • Summer summative assessment 	<ul style="list-style-type: none"> • Progress test • NGRT
NC coverage	<p>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.</p> <p>Write accurately, fluently, effectively and at length for a wide range of purposes and audiences.</p> <p>English literature, both pre-1914 and contemporary, including prose, poetry and drama.</p>	<p>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.</p> <p>Write accurately, fluently, effectively and at length for a wide range of purposes and audiences.</p> <p>English literature, both pre-1914 and contemporary, including prose, poetry and drama.</p>	<p>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.</p> <p>Write accurately, fluently, effectively and at length for a wide range of purposes and audiences.</p> <p>English literature, both pre-1914 and contemporary, including prose, poetry and drama.</p>	<p>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.</p> <p>English literature, both pre-1914 and contemporary, including prose, poetry and drama.</p>	<p>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.</p> <p>Write accurately, fluently, effectively and at length for a wide range of purposes and audiences.</p>	<p>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.</p> <p>Write accurately, fluently, effectively and at length for a wide range of purposes and audiences.</p> <p>English literature, both pre-1914 and contemporary, including prose, poetry and drama</p>