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| **Year 7 English** | | | | |
| Intent: From Year 7, our learners will be building on the foundations of the primary curriculum through a systematic exposure to a wide range of high-quality literary texts. We aim not only promote reading for enjoyment to ignite a curiosity in our learners, but also as a way of acquiring knowledge and exploring the world in ways that develop cultural and emotional intellect. During Year 7 students will engage with a range of prose, drama, poetry and non-fiction texts, exploring the craft of writing and production that goes into creating great pieces of literature. Students begin Year 7 focusing on the craft of poetry, before moving on to study Romeo and Juliet and then a class novel. Each element of the curriculum is designed to build on previous knowledge and skills, whilst also allowing students to explore the ideas and techniques of many different writers in both challenging texts and varying forms. Students creative and explorative writing skills are developed throughout the year with students using their studies of texts to inspire their own writing. Through this, we aim that students will learn more about the decisions that go into writing for different purposes, audiences and genres. | | | | |
| Term | **Unit One** | **Unit Two** | **Unit Three** | **Unit Four** |
| Unit | **Poetry and Craft** | **Shakespearean Drama**  Romeo and Juliet. | **Class Novel** | **Voices**  I am Malala and non-fiction speeches. |
| **Conceptual Knowledge** | 1. Literature that tells a story can follow a specific story arc and structure.  2. Poetry has different forms which link to the writer’s messages.  3. Poets have to carefully choose language to communicate meaning to the reader. | 1. Plays are written to be performed  2. Stage directions are used to support directions of characterisation and setting  3. Plays have clear and established characters and their relationships are shown through dialogue  4. Plays follow a dramatic story arc to help writers organize their thoughts and ideas when describing the main problem of the drama, the rising action, the climax and the falling action. | 1. Characters are crafted through the way they are described, act, their dialogue and how other characters interact.  2. Characters develop throughout a narrative.  3. Characters are constructs of a writer.  4. Settings establish a mood.  5. Settings reflect character. | 1. Setting can be used in non-fiction writing to evoke a sense of place.  2. Author write for certain intents and purposes. |
| **Unit Knowledge** | **Characterisation:** Students will learn about archetypal characters with an exploration of Chaucer.  **Narrative and poetic Structure:** Students will learn about the five-part narrative structure and look at how this has influence writers in both stories and poems.  **Different poetic techniques and structures:** Students will learn about different poetic techniques, as well as applying their word class knowledge from KS2. | *Students use their developing language skills to now apply their knowledge from U1and U3 to look at the play of Romeo and Juliet.*  **Shakespeare Context:** Students will look at the life and times of Shakespeare.  **Tragic Conventions:** Students will learn about the structure and the conventions of a tragedy, and explore a tragic hero.  **Play Features:** Students will learn about the feature in a play such as monologues, soliloquies, prologues and stage directions.  **Themes of love and conflict:**  Students will explore the presentation of love and conflict in the play.  **Characterisation:** Students will learn about the presentation of characters in a play and explore how a playwright presents the character relationships.  **Lexical Choice:** Exploring specific words a writer chooses for certain effects. | **Characterisation:** Students will explore the role and development of characters  **Themes**  Students will explore both the themes a in the novel. They will track and explore the development and important of the themes.  **Setting:**  Students will learn how setting can be used to create a certain mood or atmosphere and how it can reflect the characters or emotions of a story.  **Narrative structure:** Students will revisit narratology and narrative structure from the first unit to see how a text is crafted.  **Tension:** Students will be introduced the idea of tension and explore how a writer can create and build tension which will prepare them for later study. | *Building on the knowledge from U1 /3 students now look at modern day heroes using the vehicle ‘I am Malala’.*  **Voices:** Students will learn about the importance of using their voices for change. Students will learn about Malala Yousafzai’s story and also explore two other influential young voices.  ***Study of ‘I am Malala’.***  1. Context of Malala Yousafzai and her story.  2. Structure and form of the book.  3. Purpose, Audience and Form.  4. The influence of writing.  5. Authorial Intent.  6. 1st, 2nd/ 3rd person perspective.  7. Biography and Autobiographies.  ***Non -Fiction Writing Skills:***  Students will learn how to craft speeches to write about topics of equality, justice and how to be a modern -day hero. |
| **Skills:** | 1. Know and can define Freytag’s story arc and apply this to their reading.  2. Identify a range of poetic techniques  3. Make inferences linked to key words and key lines from a poem.  4. Understand the different forms of poetry and how they can link to meaning and the topic.  5. Write topic statements linked to poems.  6. Write their own poems inspired by their reading. | 1. Students can construct a thesis statement. 2. Students can explain the different between meaning and interpretation of different words. 3. Students can select textual reference to support ideas. 4. Students can personally respond to a text by sharing ideas and opinions about the different characters. 5. Student can recognise the tragic structure of a play. | 1. Students can map a character’s development with embedded textual references.  2. Students can explore a theme in a text.  3. Students can use metaphors in the text to create their own.  4. Students can understand the way a character is presented through the way they are described, speak and interact.  5. Students can understand that characters develop through a narrative.  6. Student can identify where and how tension is built in the text.  7. Students can construct a thesis statement.  8. Students can recognise and explain how the protagonist is a hero. | 1. Students can show an awareness and understanding of PAF.  2. Students continue to develop the skills of summary.  3. Students can embedding textual reference.  4. Students can structure a speech to match the PAF.  5. Students can use appropriate vocabulary to create meaning.  6. Students demonstrate they know how to plan ideas. |