

Curriculum Plans: Year 7

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
HT 1 & 2	The Bone Sparrow	<ul style="list-style-type: none"> The significance of 'context' and its role in the study of English The concepts of individual identity as well as social, historical, and cultural identity How to read a text and practise the skills of interpretation and analysis to a level which is appropriate for the key stage (understanding of character) how to write in a specific style (personal narrative) how to emulate an author's style in capturing a character's voice the use and effect of dual narratives what a literary symbol is learn about particular refugee experiences through real-life examples what is a protest and exploring different forms and examples of it Examining the conventions of a newspaper article and exploring the concept of representation 	<ul style="list-style-type: none"> Speaking in role Writing in role Oral literacy Attempts at comparing characters Begin analysing language Descriptive writing Begin to create narrative voices Conventions of refugee Literature Begin to explore symbolism within the text e.g. The Bone Sparrow Explore structural devices such as the role of story within stories Oracy skills – working collaboratively to explore ideas Begin to develop evaluation skills To be able to recount events using different forms and styles e.g. newspaper article Making inferences To explore the techniques writers use to create an atmosphere 	Dual narrative Sensory language Context Protest Refugee Migrant Connotation Monologue	<p>Speaking in role as a character from The Bone Sparrow</p> <p>Holistic end of unit assessment comprising knowledge, comprehension and creative writing</p>

Curriculum Plans: Year 7

			<ul style="list-style-type: none"> How to use model examples to inform their writing How to reflect on their own writing and provide diagnostic feedback to self/others 		
HT 3	Dystopian Worlds	<ul style="list-style-type: none"> The conventions of the dystopian genre including setting, character and plot A range of dystopian and climate fiction texts (extracts) How to write a genre piece of fiction How to pitch a product To learn different types of Imagery 	<ul style="list-style-type: none"> Develop narrative and descriptive writing including sequencing of ideas, looking closely at sentence structures Presenting a group pitch Ability to work in pairs/groups Exploring different ways to open a narrative How to use model examples to inform their writing How to reflect on their own writing and provide diagnostic feedback to self/others 	Dystopia Utopia Climate Fiction Protagonist and Antagonist Visual, Auditory, Olfactory, Gustatory and Tactile Imagery Ubiquitous	Write the opening of a dystopian story or description
HT 4	Animal Farm	<ul style="list-style-type: none"> About The Russian Revolution and communism to a level which is appropriate for the key stage The use and effect of allegory What a theme is and how to trace it through a text 	<ul style="list-style-type: none"> Transactional writing including, newspaper articles and persuasive speech Persuasive writing Begin using rhetoric 	Allegory Satire Parody Political Allegory Capitalism	Write and deliver a persuasive speech as Squealer Holistic end of unit assessment comprising knowledge and analysis of character

Curriculum Plans: Year 7

		<ul style="list-style-type: none"> • How Animal Farm fits into the dystopian genre • How to analyse the presentation of characters • Exploring the difference between capitalism and communism • What rhetoric is and how to begin using it • To explore Orwell's intentions • To explore Satire in Animal Farm 	<ul style="list-style-type: none"> • Develop analysis (of character) • How to use model examples to inform their writing • How to reflect on their own writing and provide diagnostic feedback to self/others 	Left-wing and right-wing political spectrum Propaganda Hierarchy Communism Rhetoric Hyperbole Contrast Maxim	
HT 5	Tragedy: Romeo and Juliet	<ul style="list-style-type: none"> • About the life and works of William Shakespeare • The role and conventions of a soliloquy • The conventions of a Shakespearean tragedy • The function of a prologue • To explore a theme in detail e.g. conflict • To develop knowledge of the context of Elizabethan time • How to read and interpret Shakespearean language 	<ul style="list-style-type: none"> • Scriptwriting • To be able to track mood and atmosphere • To begin analysing characters • How to use model examples to inform their writing • How to reflect on their own writing and provide diagnostic feedback to self/others 	Tragedy Eponymous Soliloquy Monologue Prologue Fate	Create and deliver a soliloquy
HT 6	Love Poetry	<ul style="list-style-type: none"> • The conventions of poetic language, structure and form 	<ul style="list-style-type: none"> • Being analysing poetry using key terminology 	Sonnet Stanza	End of year exam

Curriculum Plans: Year 7

		<ul style="list-style-type: none">• Key poetic terms and how to identify and discuss them• The role and conventions of a sonnet• The concept of extended metaphors	<ul style="list-style-type: none">• Writing poetry• Performing poetry• How to use model examples to inform their writing• How to reflect on their own writing and provide diagnostic feedback to self/others	Rhyme scheme Rhythm Enjambment Caesura Refrain Blackout poem Extended metaphor	Construct and perform a love poem
--	--	--	---	---	-----------------------------------