

# SUBJECT: ENGLISH YEAR 7 OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (s)	<u>Getting under the skin</u> Starting with a class novel, <i>Skellig</i> – David Almond, that also incorporates the poetry of William Blake and Greek Mythology to explore character. Followed by a range of writing tasks based around the fantasy/quest genre.		<u>Above our heads</u> A range of science–fiction extracts charting the historical and cultural development of the genre including HG Wells, Ray Bradbury, Henry Slesar and Suzanne Collins. Leading to writing tasks that allow students to develop their own science-fiction texts.		<u>Learning from the past</u> Class novel, <i>Private Peaceful</i> , enhanced with WW1 contextual knowledge supported by contextual non-fiction of WW1.	
Topic Objectives	As students move into secondary school they begin a new journey, reconsidering their identity and their place in a larger school; this unit begins with the study of <i>Skellig</i> which allows them to explore identity through characterisation. Their learning allows for reflection on their own identity, whilst developing their ability to make inferences on the characters in the text supported with textual evidence. Students will then develop narrative writing skills with a focus on convincing characterisation in their own work.		This term focuses on a genre that is often underrepresented in KS3. It allows students to explore the world we live in through an alternative lens that reflects social issues such as identity/ racism/ poverty/ government control/ sexism/ consumerism/ pollution. By reading a range of texts that span more than a century, students can build their reading skills of decoding, inference, and contextual understanding. This unit allows for development of reading and writing skills taught in term one. Speaking and listening presentations are also used to enhance students’ confidence adapting to purpose and audience.		Students will use this text to revise the knowledge and skills acquired throughout Year seven. They will build on how character identity and development are shaped by environment and contextual factors. Students will develop their inference and analysis skills which will culminate in a final summative assessment. They will develop transactional writing skills in the letter and diary forms. They will develop speaking and listening skills in class debates and by presenting a project on one topic related to WW1.	
Acquired Knowledge / Skills	Students will focus on reading comprehension and character-based inferences using relevant evidence and analytical vocabulary. They will also develop their understanding of writer’s meanings and audience responses by exploring Almond’s use of characterisation, language, and structural devices.	Writing skills will focus on adapting to suit purpose and form. Learning will centre on sentence, vocabulary, and language devices.  Students will develop their creativity and literacy skills creating writing tasks in a range of forms.	Students will explore the science-fiction genre’s development over time whilst building on comprehension and decoding skills. Students will explore the representation of a range of social issues. Their study will also focus on the short story form, writer’s perspective, denouement, and development of tension through sentence variety.	Students will develop their non-fiction writing ability by focusing sequencing (with attention on how topic sentences and discourse markers shape a text), sentence and AFOREST techniques that are adapted to suit purpose, form and audience.	Students will explore how social and historical context impacts on the reader’s understanding of a text. An understanding of social class in Edwardian England, WW1 and propaganda.  They will build on analytical skills and discussion of authorial methods.	Students will focus on informative and descriptive writing using <i>Private Peaceful</i> and WW1 non-fiction (informal letter, diary form) as a stimulus, developing and embedding the writing skills taught throughout the year. Use of Standard English and discourse markers to signpost debate structure spoken language tasks
Assessment	<ul style="list-style-type: none"> <li>✓ Writing baseline: My Utopia task</li> <li>✓ NFER baseline tests.</li> <li>✓ <b>Reading analysis</b>– assesses ability to make inferences supported by textual reference with sound explanations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Narrative Writing</b>- assesses writing for purpose + form, structure, vocabulary, language devices and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ In class activities focused on progression of skills in reading analysis and writing imaginatively from Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Writing assessment</b>- assesses purpose and form, vocabulary development, sentence sequencing, AFOREST techniques and accuracy.</li> <li>✓ <b>Speaking and listening</b> rocket to X21 presentation to class</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Reading assessment</b> – How does Morpurgo create a vivid impression of WW1 trenches? (assesses analysis of writer’s craft and contextual knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Speaking and listening</b> presentation to class</li> <li>✓ <b>Transactional writing</b> letter or diary form – assesses formality, structure, PAF, vocabulary, techniques and accuracy.</li> </ul>

