

Year 7 English Curriculum Summary

Term	Unit / title	Threshold concepts / core knowledge / links to previous and future learning	Formative assessment / homework	Formal assessment
1 & 2	Modern novel: The Bone Sparrow (interleaved with narrative writing)	<p>This unit will introduce students to the school's ethos of the importance of reading. Students will develop their roles as proactive readers, interpreting meanings/being tentative in their interpretations and being able to infer rather than stating the explicit meaning. This unit will build on students' knowledge of how stories are told and develop their awareness of the plight of refugees in our world. This book has been specifically chosen to encourage good citizenship and an active approach to social issues/injustices. Students will develop the concept of writing as a process - to be planned/evaluated by their peers/developed, drafted and proofread. Students will develop strategies to be able to plan, structure and develop their writing that will be essential to all the curriculum moving forward. They will learn good reading and writing habits that will be the foundation of the rest of the English curriculum.</p>	<p>Homework: weekly knowledge organiser homework</p> <p>Interim: Literature question (analysis)</p>	<p>Baseline assessment: New Group Reading Test and Renaissance star reading test</p> <p>Assessment 1: Vocabulary text, reading (fiction analysis) and narrative writing</p>

3	Our World Poetry (interleaved with article writing)	<p>This unit will create a firm foundation and understanding of poetry which will be built on throughout the rest of KS3 and going into KS4. It will develop students' understanding and appreciation for poetry as well as further developing and underpinning reading skills embedded throughout KS3. This genre has been chosen as it offers an insight into different lives and perspectives, building on the skills and understanding developed through 'The Bone Sparrow' and ensuring that pupils have a clear understanding and appreciation of differences and voices beyond their own. This unit will build and develop transactional/persuasive writing skills learnt in primary school and will be the basis of what they will need to recap in Y8. During this unit, students will be able to express thoughts and feelings accurately and will be equipped with the skills of using vocabulary and rhetorical devices for effect.</p>	Interim: Transactional writing	
4	The Gothic (interleaved with descriptive writing)	<p>This unit builds on the reading and writing skills developed in Y7, particularly the New School, New Start and The Bone Sparrow unit. The aim is to develop fundamental descriptive writing skills and reading skills that underpin the learning of units across KS3 and KS4. There will be a focus on gothic horror and the conventions of this genre. Students will explore and analyse a variety of gothic extracts in order to create their own gothic settings and characters. There will be a focus on sentence variety, show-not-tell, ambitious vocabulary, language techniques, sensory imagery and zoomed image effect throughout the unit. They will revisit these skills in future creative writing units where they will learn how to apply them to narrative writing and manipulate them to achieve a range of effects. Students will also revisit comprehension, inference and analysis skills to show their understanding of texts which they have read. This gothic genre has been chosen as it is an exciting and challenging genre to explore. It also links to the Victorian Poetry unit (Y8) as well as The Speckled Band (Y9) and introduces students to key themes in 'A Christmas Carol' (Y10) and a style of writing that is detailed and descriptive.</p>	Interim: Descriptive writing	

5	Heroes (interleaved with letter writing)	<p>This unit offers pupils an insight into a range of different writing styles focusing on heroes from across the world. Students are exposed to a range of non-fiction texts and are encouraged to consider the context in which texts were written as well as their own understanding of the term 'hero'. This unit will develop inference, analysis, evaluation, and information retrieval skills which have already begun to be introduced throughout Y7. These skills will be further developed throughout Y8. It will encourage pupils to be independent in their understanding of a topic and offer opportunities for discussion to ensure pupils are confident in verbalising their opinions. This unit will build and develop transactional writing skills learnt in the 'Our World' poetry unit. Students will be able to write clear and accurate letters and will be equipped with the skills of using vocabulary and rhetorical devices for effect.</p>	Interim: Transactional writing	
6	Julius Caesar (interleaved with speech writing)	<p>This scheme of work aims to develop students' knowledge, understanding and enjoyment of Shakespeare. Students will be introduced to Shakespeare and Elizabethan life building on their knowledge from primary school. It is designed to make students confident with Shakespeare's use of language and enthusiastic about the characters and the plot of a tragic play. The unit introduces students to key themes in 'Romeo and Juliet' (Y9) and Macbeth (KS4) and contrasts with the comedic play 'A Midsummer Night's Dream' (Y8). This scheme also builds on the 'Our World' poetry and 'Heroes' unit and the skills are further developed in the 'Animals' unit (Y8) and the 'Art of Rhetoric' unit (Y9). The scheme is designed to ensure students can confidently, accurately, and coherently express themselves through speech writing. Students will develop their ability to use persuasive language devices, punctuation, sentences and higher-level vocabulary for effect.</p>		Assessment 2: Reading (non-fiction) and transactional writing