

Curriculum IntentSubject: EnglishYear 7

	What?	Why?	When?	NC Aims
Term 1-1	<p>Non-Fiction Focus</p> <ul style="list-style-type: none"> * Writing Techniques: SMART PERSON * Writing to Instruct: sequenced writing * Writing to Advise: tone and direction – AGONY AUNT * Writing to Persuade: tone and influence * Writing to Inform: perspectives and attitudes * Writing to Explain: detailed and extended writing * Writing to Argue: balanced approach 	<p>An introduction to non-fiction texts, both reading and writing, which help to prepare pupils for the Reading Paper at GCSE. Skills will be developed in all areas of reading and will help to engage a personal response to their writing.</p> <p>Pupils develop an awareness of different forms, purposes and audiences. They will be able to apply their learning on the crafting of non-fiction texts to their own writing.</p>	<p>Beginning the year with this topic enables students to explore a range of non-fiction texts, while getting to know their fellow students and teachers through autobiography and biography.</p>	<ul style="list-style-type: none"> • Acquire a wide range of vocabulary through reading non-fiction texts • Use discussion in order to learn • Writing for a range of purposes and audiences
Term 1-2	<p>Contemporary Writer's Craft</p> <ul style="list-style-type: none"> * Context: Understanding of the author/time period/setting impact on the novel * Plot: Summary * Characters: Traits, motivations and impact * Themes: * Quotations: key quotations * Language Analysis: connotations and implications * Writers' methods: techniques and intentions 	<p>This unit offers an insight into contemporary fiction whilst engaging pupils with exciting and thrilling storylines. This unit shares a direct link with the new 'fiction' section of the GCSE and will help to prepare them for their exam at this level.</p> <p>Pupils begin to acquire the vocabulary to discuss the meanings, characterisation, language and structure of a text. Studying an author in depth allows pupils to develop their own fiction writing.</p>	<p>Having studied non-fiction texts, students move on to a fiction texts. They are introduced to writer's methods, which they begin to recognise in contemporary texts, and apply to their own writing.</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Acquire a wide range of vocabulary through reading pre-nineteenth century texts • Acquire a knowledge of linguistic conventions • Develop a habit of reading widely and often • Reading of a whole text, and studying the author is depth.



Term 2-1	<p>Plays in Performance*</p> <p>* Context: Understanding of the author/time period/setting impact on the play</p> <p>* Terminology: understanding of specific unit terms</p> <p>* Stage Directions: impact on performance</p> <p>* Structure: FOPS</p> <p>* Characterisation: Traits, motivations and impact</p>	<p>Plays in Performance exposes your child to the world of Shakespeare in preparation for the Literature exam at GCSE. Pupils begin their Shakespearian studies with a choice of plays and focus on language analysis and drama performance.</p> <p>In this unit, students build an appreciation for the form of a play, and an understanding of how this text is communicated through performance. Pupils develop their own speaking and listening skills through performance.</p>	<p>This unit allows student to build on their understanding of writer's methods in prose, by studying a new form: play texts. Studying a Shakespeare text, students are introduced to the fundamentals of structure (FOPS), building their understanding on how texts are constructed.</p>	<ul style="list-style-type: none"> • Study of a Shakespearian text • Acquire an understanding of grammar and linguistic devices in plays • Acquire a wide vocabulary, through studying Shakespearian language • Understand how the work of dramatists is communicated effectively through performance
Term 2-2	<p>Poetry and Creative Writing</p> <p>* Poetry Terminology: understanding of the specific unit terms</p> <p>* Types of poems: key features</p> <p>* Structure: FOPS</p> <p>* Inference: understanding and connotations</p> <p>* Context: Understanding of the poet/time period/setting impact on the poem</p>	<p>Poetry and Creative Writing is designed to develop creativity and imagination within pupils. As well as learning about the different styles of poetry, pupils will be evaluating and analysing existing poetry as well as writing their own. Similarly with the creative writing. This links directly to the English Literature Poetry exam sat at GCSE, alongside the writing element of their GCSE English Language paper.</p> <p>Pupils apply their growing understanding of vocabulary, grammar and text structure of poetry and other fiction texts to their own fictional writing.</p>	<p>This unit offers an opportunity to study a new form, poetry, while applying their learning from the previous units to their own creative writing. Students are encouraged to apply their understanding and appreciation of texts from across the year to inform their own writing.</p>	<ul style="list-style-type: none"> • Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences • Acquire a wide range of vocabulary through reading and writing fiction texts • Applying their growing knowledge of vocabulary, grammar and text structure to their writing • Plan, draft, edit and proof read
Term 3-1	<p>Our British Heritage</p> <p>* Context: Understanding of the author/time period/setting impact on the novel</p> <p>* Terminology: understanding of the key terms specific to this unit</p>	<p>This topic teaches pupils about the British Greats: from Bronte and Austen to Blake. This unit is designed to expose pupils to the heritage of our literature to develop language and vocabulary in preparation for the GCSE exams. Moreover, Our British Heritage</p>	<p>In this unit, students are introduced to writers from across the literary cannon. Their learning so far in year 7 equips students with the ability</p>	<ul style="list-style-type: none"> • Appreciate our rich and varied literary heritage • Write clearly, accurately and coherently, adapting their language and style for a



	<p>* Characters: Traits, motivations and impact</p> <p>* Themes:</p> <p>* Quotations:</p> <p>* Language Analysis: PEE</p> <p>* Writers' Methods: techniques and intentions</p>	<p>nurtures a love and appreciation of literature, with a focus on iconic writers and works through history.</p> <p>Pupils consolidate their understanding of linguistic devices in a pre-nineteenth century text, continuing to develop their vocabulary and understanding of theme, character, language and structure.</p>	<p>to interpret more complex and unfamiliar language.</p>	<p>range of contexts, purposes and audiences</p> <ul style="list-style-type: none"> • Develop the habit of reading widely and often • Study of a second author in depth
Term 3-2	<p>News and Advertising</p> <ul style="list-style-type: none"> • Different types: multi-media • Writing techniques: SMART PERSON • Terminology: understanding of the key terms specific to this unit • Evaluation: understanding and explanation • Interpretation: connotations and opinions 	<p>This unit allows pupils to investigate the world of News and Advertising through many different media types. The inclusion of print, TV and internet resources is explored to widen their capabilities regarding evaluation and interpretation: skills key at GCSE level.</p> <p>Ending the year with a non-fiction focus, pupils explore the form of news and advertising, studying a range of text types. Pupils can apply the conventions of these forms to their own writing, adapting to form, purpose and audience.</p>	<p>At the end of year 7, we return to non-fictions forms of writing; news and advertising. This allows students to revisit their learning so far on non-fiction, while delving deeper into specific forms.</p>	<ul style="list-style-type: none"> • Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate • Use discussion in order to learn • Writing for a range of purposes and audiences