

Curriculum Intent

Subject: English
Year 7

	What?	Why?	When?	NC aims
Term 1-1	<p>Non-Fiction Focus</p> <ul style="list-style-type: none"> • Writing Techniques: SMARTPERSON/DAFORREST • 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 	<p>An introduction to non-fiction texts, both reading and writing, which help to prepare them for the Language Paper 2 exam at GCSE. Skills will be developed in all areas of reading and will help to engage a personal response to their 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: 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 fiction section of the GCSE Language Paper 1 exam and will help to prepare them for their exam at this level. Texts are chosen to promote a love of reading.</p>	<p>Having studied non-fiction texts, students move on to a fiction texts. They are introduced to a wider range 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-nineteen 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 in depth
Term 2-1	<p>Plays in Performance</p> <ul style="list-style-type: none"> • Context: understanding of the author/time period/setting impact on the play • Terminology: understanding of specific unit terms • Stage Directions: impact on performance • Structure 	<p>Plays in Performance exposes your child to the world of Shakespeare in preparation for the Literature exam at GCSE. Students begin their Shakespearean studies with either Romeo and Juliet or Midsummer Night's Dream, and focus on language analysis and drama performance, with plentiful oracy opportunities. Having predominantly studied modern texts</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, 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

	<ul style="list-style-type: none"> Characterisation: Traits, motivations and impact 	up to this point, 'Plays in Performance' offers the opportunity to read and discuss a text from a different time period.		
Term 2-2	<p>Poetry Through Time</p> <ul style="list-style-type: none"> Poetry Terminology: understanding of poetic techniques, both structural and linguistic Types of poems: forms key features Inference: denotation and connotations Context: Understanding of the poet/time period/setting impact on the poem 	Poetry Through Time is designed to introduce pupils to an exciting range of poetry across time and place. As well as learning about the different styles of poetry, pupils will be evaluating and analysing existing poetry to help the writing their own. This links directly to the English Literature poetry studies at GCSE.	This unit offers an opportunity to study a new form: poetry. By reading and discussing poetry from across time and place, students will develop their literary repertoire, while learning how to discuss poet's choices. Pupils will then apply this to their own poetic writing.	<ul style="list-style-type: none"> Appreciate our rich and varied literary heritage Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language
Term 3-1	<p>Our British Heritage</p> <ul style="list-style-type: none"> Context: understanding of the author/time period/setting impact on the novel Terminology: understanding of the key terms specific to this unit Characters: Traits, motivations and impact Themes Quotations Writers' Methods: techniques and intentions 	This topic teaches pupils about the British Greats: from Bronte and Dickens to Blake. This unit is designed to expose pupils to a range of literary texts that have influenced the literary landscape. This offers students the opportunity to develop their understanding of writer's methods, while continuing to develop their vocabulary. Moreover, Our British Heritage nurtures a love and appreciation of literature, with a focus on iconic writers and works through history.	In this unit, students are introduced to writers from across the literary cannon. Many of these extracts present more challenging vocabulary and unfamiliar terminology. Their learning so far in year 7 equips students with the ability to interpret more complex and unfamiliar language.	<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 range of contexts, purposes and audiences Develop the habit of reading widely and often Study of a second author in depth
Term 3-2	<p>The Moving Image</p> <ul style="list-style-type: none"> Genre and genre conventions Connotations Film/Trailers Advertising Analysis Evaluation 	This unit is designed to offer pupils an opportunity to apply their analytical skills to media texts, or 'moving image'. This Moving Image allows pupils to explore their creative side whilst developing skills in evaluation and analysis through the medium of film and advertising. It also allows students to analyse use of imagery and symbolism in a visual medium.	Having studied a range of written texts so far this year at the end of term two pupils apply this learning to media texts. They can apply their learning on connotations, symbolism, purpose and audience to a new medium, consolidating and further developing their skill base.	<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