

SCHEME OF LEARNING – ENGLISH – YEAR 7

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	School Life	Telling Tales Through Time	Oral Poetry	What's a story? 500 word competition	Narrative in Nature	Narrative in Nature
Content	<p>Change:</p> <p>Explore a range of extracts that look at different school experiences.</p> <p>Explore the features of persuasion (ABAREFOREST) in the context of marketing and advertising an invented school of their choice.</p>	<p>Change:</p> <p>Introduction to the History of English Language and The English Literary Heritage</p> <p>Introduction to Shakespeare</p>	<p>Power:</p> <p>Oral poetry unit from EMC</p>	<p>Conflict:</p> <p>What's a story- EMC unit</p>	<p>Relationships:</p> <p>Novel: October, October</p> <p>Autobiography: James Herriot</p> <p>Transactional Writing: a range of extracts linked by the theme of nature</p>	<p>Relationships:</p> <p>Novel: October, October</p> <p>Autobiography: James Herriot</p> <p>Transactional Writing: a range of extracts linked by the theme of nature</p>
Why?	<p>Change:</p> <p>We start the year with the study of extracts based around starting a new school. They address many fears students may have and are a familiar topic for students to access.</p> <p>Through the writing of a social media profile, we will revisit KS2 persuasive writing skills, building on prior knowledge. This knowledge of persuasive techniques is linked to the world of marketing and advertising to create a 'real world' focus. These persuasive writing skills are further developed, with added complexity, in the year 8 'Kill or Cure' unit.</p> <p>In addition, all year 7 will also follow the Accelerated Reader program and have a 30 min per fortnight reading lesson in the library.</p>	<p>Change:</p> <p>Students begin the unit by studying the history of the English Language in its literary heritage (Anglo-Saxon, Middle English and Early Modern English). This builds towards pupils knowing and understanding that language evolves and knowing that Shakespeare's language is a product of this evolution.</p> <p>Students will learn about the context which influenced major themes within Shakespeare's writing. A particular focus is on Julius Caesar and the application of secondary sources (Plutarch) to Shakespeare's writing. This links to the use of sources in history.</p> <p>Shakespeare's use of language (rhetoric and linguistic features) is analysed with a focus on knowing how to identify the writer's methods.</p> <p>This builds the foundation of the contextual and literary knowledge needed to study a</p>	<p>Power:</p> <p>Students will explore the conventions of written and oral poetry across time. They will build on their knowledge of poetic devices from KS2. Students will explore the difference in written and oral poetry and its impact on the audience. The introduction of the poetry slam genre will engage students and allow us to explore the importance of language, sound, structure and rhythm choices in poetry. This will then feed into their knowledge of how poetry 'works' for future studies.</p>	<p>Conflict:</p> <p>The short story unit enables students to know the conventions of short stories exploring the creation of convincing characters and scenarios in a short text. Students will explore the ideas in a range of short stories from the UK and other cultures. The UK based stories will link with key periods of history that altered and developed the English language we use today. The stories from other cultures will offer a wider world experience of life and literature across the globe.</p>	<p>Relationships:</p> <p>The unit is focussed on narratives which explore the rural landscape and the natural world, reflecting the rural community the students live and learn in.</p> <p>Students will know how writers can use the first-person narrative voice to achieve a range of effects across different genres. Students will explore a range of themes connected to nature and the environment and analyse how these are expressed.</p> <p>In response to their reading, students will develop their own informed opinions and personal responses and express these in structured debate and discussions to develop their own voice.</p>	<p>Relationships:</p> <p>Continuing the Narrative in Nature unit, students will know how to make relevant and meaningful points of comparison between different autobiographical texts. Students will build upon the work completed in the Telling Tales Through Time unit and develop their ability to identify quotations and to use them to support the points they're making.</p>

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SUPPORT INSPIRE THRIVE

			complete Shakespeare text in year 9.								
Matrix reference (See SOA for the assessed skills)	AO1, 4 & 5		AO1, AO2		AO3, 4		AO3, 4		AO5		AO2
Assessments	(AO3, 4 and 5: Transactional writing and speaking and listening skills) Create a school social media profile (creative- it can be fictional e.g. school for super heroes) and present it to the class.		(AO1, A02: Reading skills knowledge check) Identifying Shakespeare's techniques (imagery and rhetorical devices) in Mark Anthony's 'Lend me your ears...' speech		(AO3, AO4 Writing to explain) Reflective writing on the poem they created based on Woman of the Sea- students to explain their own choices of language, structure and techniques		(AO3, AO4: Creative writing)500 word story competition (four part story structure, story features)		AO5- Speaking and Listening- group discussion: <i>Why is our natural environment important?</i>		(AO2: Reading to compare autobiographical texts)