

Year 7 - People and Experiences

Term	1	2	3	4	5	6
Topic Title	English Language Unit	Narrative Writing	Heroes and Villians in Literature	Diversity Literature	Introducton to Shakespeare	Writing to Inform and Persuade
Rationale	This module introduces pupils to the SJN approach to reading (Reading VIPERS). It covers a range of texts and allow us assess pupil ability and areas of need.	In the preceding unit, pupils have been exposed to a range of story-telling methods, including how plot and characterisation are crafted. They will apply this knowledge, along with revision of grammatical/composition elements to produce their own narrative. Pupils need to write at length over a sustained period of time, developing their resilience.	This module builds on the confidence and skill developed through modules one and two. Pupils are introduced to works from different genres including Beowulf, Richard III and Dickens, with a clear focus on character. They also explore how Charles Dickens creates distinctive characters to develop their reading skills. Pupils use this knowledge to craft their own character description.	This module allows pupils to develop their reading skills through the study or a range of extracts from different cultures, traditions and perspectives. It develops their abilities to respond sensitively to text whilst widening their experiences of the world.	This module lays a firm foundation for the study and enjoyment of Shakespeare in later years. It covers an introduction to the historical background of Elizabethan theatre and introduces pupils to a range of sonnets and short extracts from plays. There will be close liaison with the drama teacher to ensure that there is a practical element to the unit. Focus on comedies.	Pupils have studied a wide range of writing genres by this point in the year. Now, they apply their knowledge of the written word to a writing project, where they learn how to manipulate language for different writing purposes, culminating in a project-based group task to produce an informative/ persuasive leaflet on a local area.
Wider Reading	Whole class reader: The Graveyard Book. reading lesson.	This will also be read in the dedicated reading lesson.	Weekly whole class reading lesson using a range of texts borrowed from Hull Library service			
	Writing: Grammar revision; technical accuracy discursive writing Assessment: Writing a persuasive letter	Writing: Writing to entertain	Writing: Recount Writing - writing to imagine/empathise with characters	Writing: Creating characterisations Writing Assesment: Writing to advise	Writing: Narrative writing with descriptive features	Writing: Non Fiction - producing a leaflet to inform/persuade.
Prior knowledge	Pupils develop reading skills in KS2 and are assessed in the SATS. This module builds on these skills and also develops pupil knowledge of 19th century contexts	Pupils' writing is moderated throughout KS2. Pupils have developed knowledge of grammar and use of language at KS2. This unit revises this knowledge and develops pupils' ability to craft texts	Pupils will draw on their knowledge of stories and characterisation to develop the skill of empathy to explore characters' experiences. They will also continue to build on their ability to retrieve, infer and analyse in response to a range of texts.	Pupils have developed their understanding of the writers' craft and are able to use reading VIPERS skills to analyse a range of texts. Pupils develop the writing skills from module two and apply these in a descriptive piece.	Pupils have developed their ability to respond to texts with precision and detail in the previous modules.	Pupils have developed their writing skills for different purposes and audiences. Over the previous units they have a secure grasp of sentencing, paragraphing and whole text cohesion.
Key knowledge/skills development	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VIPERS)	Planning Understanding of plot and character Features of different genres. Use of the correct tense and first or third person. Crafting language for effect	Reading - Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval (Reading VIPERS) Greater understanding of the features of poetry and prose.	Analysing specific word choices in detail; Understanding early modern and 19th century texts. Development of empathy and awareness of differing experiences.	Performance skills, with a focus on pace and intonation. Use of inference and deduction. Familiarisation with Early Modern English Rhythm (iambic pentameter)	Writing: Planning, Writing for different audiences and purposes, use of superlatives, imperatives, direct address, fact and opinion. Organisational features.
National Curriculum/specification links	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense. writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts recognising a range of poetic conventions and understanding how these have been used	amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama drawing on new vocabulary and grammatical constructions from their reading and listening knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension develop an appreciation and love of reading, and read increasingly challenging material independently through reading Shakespeare and seminal world literature studying setting, plot, and characterisation, and the effects of these studying a range of authors, writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	Reading a wide range of fiction and non-fiction English literature, both pre-1914 and contemporary, including prose, poetry and drama drawing on new vocabulary and grammatical constructions from their reading and listening amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing writing for a wide range of purposes and audiences Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	writing for a wide range of purposes and audiences summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing of knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
Numeracy	Patterns and sequencing analysis of texts. Poetry syllables/iambic pentameter etc.	Graveyard book - calculating ages and death date from gravestones in the cemetery.	Creation of a literature timeline		Dates - timelines. Use column subtraction. Poetry syllables/iambic pentameter etc	Include details of costs and prices etc
STEM	Analysis, evaluation of texts. Graveyard Book dates	Communication skills. Revising first drafts after peer review.	Whole school STEM project.	Research aspects of writers, analyse text for meaning	Collaboration to create a performance. Simple creation of props and accessories. Technology within the theatre, and its limitations.	Groupwork skills. Communication. Graphic design.
Cross curricular links	PHSCE; Y8 History - Half Term 4 - Industrial Revolution		Geographical/Religious Studies: knowledge of places/cultures and traditions. PSHCE - issues of morality and ethics.	RE and PSHCE - awareness and understanding of different cultures, faiths and experiences.	Half Term 4 - Y7 History - Tudors;	Geography - knowledge of their local area, including local facilities and transport.
Key vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	Genre, audience, purpose, mode. Simile, metaphor, alliteration, onomatopoeia, extended metaphor. Structure, form, rhythm. Semantic field, lexical field. Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	Vocabulary development, Inference and Analysis, Prediction, Evaluation and Retrieval. Tier 2 vocabulary	Inform, fact, opinion, persuade, rhetorical, organisational, adjective, adverb, superlatives, Tier 2 vocabulary	Structure, paragraph, discourse markers, fact and opinion, direct address, imperatives, superlatives