



The High School  
Leckhampton

# Year 7 ENGLISH



## Topic Titles

- Non-fiction Reading and Writing – Charities
- Novel – ‘Ghost Boys’
- Creative Writing – The Gothic
- Poetry – exploring identity
- Introduction to Shakespearean context
- Shakespeare – ‘The Tempest’

## Links with other subjects

Literacy is the cornerstone of all subjects, so the work that we do in English is integral. Our fortnightly Literacy lessons in Year 7 will focus on the skills and revision of Literacy in order to practise and develop these imperative skills that pupils can use throughout their curriculum.

Furthermore, there are many links between:  
English and History, including exploring the connections between texts and their different contexts.  
English and RE, including exploring the connections between texts and different religious contexts.  
English and Drama, including studying plays, exploring context and speaking publicly.  
English and MFL, including grammar, sentence organisation and the etymology of words.

## How can parents help?

The single most important practice that parents can help their children with at home is to promote reading regularly. Evidence demonstrates a strong correlation between pupils who regularly read and those achieving levels 7,8 and 9s in their GCSE exams. Not only does reading boost grades and levels achieved, but it also improves vocabulary, written expression and develops a sensitive understanding and appreciation of contexts different to pupil's own. As well as encouraging reading, parents can help to encourage and promote the use of tier 2 vocabulary at home, so that it becomes a common part of their everyday speech.

Furthermore, parents can help support pupils with their English homework that they'll receive once a week, ensuring that it is done to the very best of their ability and that maximum effort has been put in, to every single piece.

Finally, if parents wish to offer even more support, then we recommend utilising BBC Bitesize and Seneca Learning as interactive learning tools to work alongside our current topics. Please do research, discuss and debate with your children about their current topics in order to develop and progress their understanding.

## Intent

The intent for our Year 7 English curriculum is for it to be rigorous, exciting and balanced, with the National Curriculum at its core. Our curriculum will be transformational, equipping our pupils, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions. Ultimately, the aim for our English curriculum is to ensure that pupils are equipped with the necessary literacy skills so that they can excel in the wider world, in any career that they desire, and that foundation is created in Year 7. Our key aims and intent for our Year 7 English curriculum is:

- To ensure pupils have a solid and core understanding and knowledge of the skills required to make a successful start to KS3.
- To expose pupils to a range and wealth of texts, from varied contexts, aiming to expand their knowledge and understanding of genres, time periods and cultures.
- To promote and encourage wider reading, building on their reading engagement from KS2 and promoting reading for pleasure outside of the English classroom, as well.

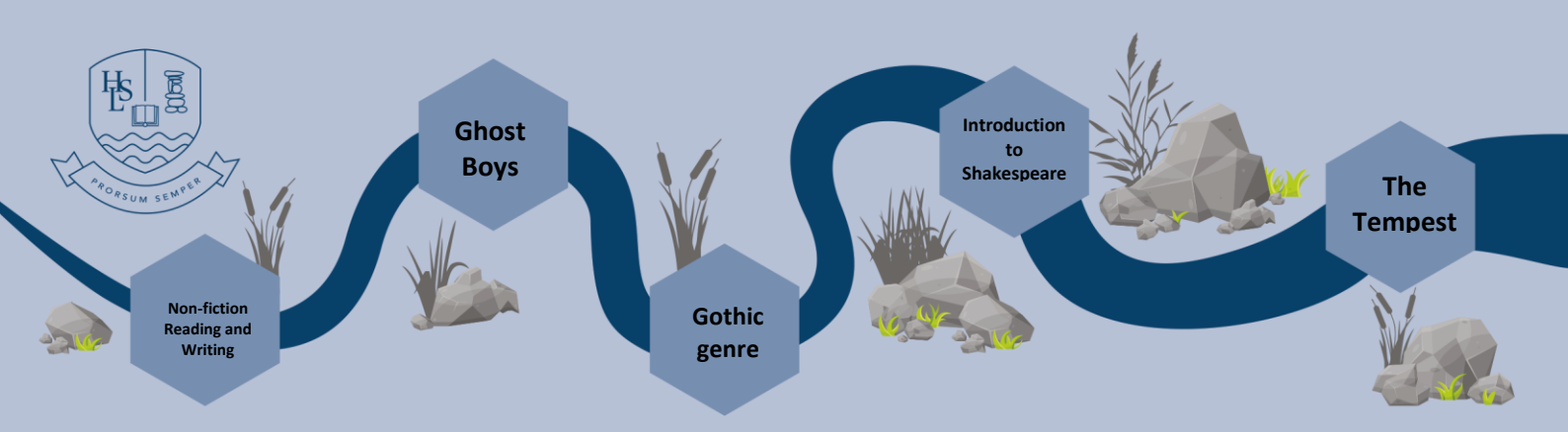
## How will knowledge and skills be taught?

Pupils will be focusing on building a solid foundation of skills on which to develop and progress throughout KS3 and beyond. The skills the pupils will be taught are:

- Planning and writing creatively, including organising ideas through paragraphing and punctuation.
- Planning and writing for varied purposes, including to inform, persuade and argue, including organising ideas through paragraphing and punctuation.
- Reading a range of non-fiction and fiction texts, from different contexts and time periods in order to retrieve information and infer knowledge.
- Reading a range of text types, including poetry and plays, from difference contexts and time periods.
- Selecting appropriate quotations to analyse language, structure and form, using appropriate technical devices.
- Comparing attitudes and methods presented in texts, using their skills of inference
- Planning and speaking purposefully, in front of an audience.
- The teaching and promotion of tier 2 and tier 3 vocabulary.

## Recommended Reading and Preparation for Learning

- ‘Clean Getaway’ by Nic Stone
- ‘The Boy at the Back’ of the Class by O. Rauf
- ‘Warhorse’ by Michael Morpurgo
- ‘His Dark Materials’ series by Philip Pullman
- ‘The Fastest Boy in the World’ by Elizabeth Laird
- ‘When the Sky Falls’ by Phil Earle



|   |  |   |  |   |  |
|---|--|---|--|---|--|
| <b>Subject: English</b>   |  | <b>Year Group: 7</b>  |  | <b>Term: 1</b>  |  |
| <b>Module/Theme: Non-fiction Reading and Writing - charities</b>  |  |   |  |   |  |
| <b>Topic Outline &amp; Aims (Intent)</b><br>To introduce pupils to a range of non-fiction texts at the start of their KS3 journey.<br>To encourage pupils to discuss and debate opinions and ideas.<br>To practise reading skills including comprehension and language analysis.<br>To practice writing skills including purpose and audience.  |  |   |  |   |  |
| <b>Key Skills and Knowledge taught through this topic: (Intent)</b><br>So, when writing, students will: <ul style="list-style-type: none"> <li>- Have the knowledge needed to recognise the link between reading and writing</li> <li>- Have the knowledge needed to utilise the full process of writing (e.g., planning, improving, experimenting)</li> <li>- Select word choices effectively and avoid first choice words when needed</li> <li>- Be able to spell common words accurately as well as experiment with more sophisticated words</li> <li>- Have the knowledge needed to be able to paragraph for clarity</li> <li>- Have the knowledge needed to attempt a wide range of punctuation</li> <li>- Have the knowledge needed to experiment with imagery and rhetorical devices creatively</li> <li>- Be able to appreciate the importance and positive empowerment of writing beyond the English classroom.</li> </ul> So, when reading, students will: <ul style="list-style-type: none"> <li>- Have the knowledge needed to use quotations and explore their implications</li> <li>- Have the knowledge needed to be able to produce analytical paragraphs</li> <li>- Have the knowledge needed to be able to comment on the structural decisions and the formal choices made by writers</li> <li>- Have the knowledge needed to be able to comment on how the context of a text links to its attitudes and contents.</li> </ul> |  |   |  |   |  |
| <b>Prior Learning: (Context)</b><br><br>KS2:<br>Builds upon SPAG technical aspects from KS2.<br>Builds upon Reading and Writing skills practised during KS2 SATS.   |  | <b>Future Learning: (Context)</b><br><br>KS3:<br>Identification of quotations for analysis and introduction of inference skills – an ability to identify a writer’s purpose and link this to details<br>Writing assessment gauge ability early on in the KS, with informal check on reading to assist and support<br>Leads to comparative elements which are developed in Year 8<br>KS4:<br>English Language paper 2 – key skills required for all questions. |  | <b>National Curriculum Links: (Context)</b><br>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing ad spoken language.<br>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.<br>Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. |  |
| <b>RRSA Links:</b><br>12. Respect for children’s views<br>13. Sharing thoughts freely<br>17. Access to information  |  |   | <b>Assessment of Learning: (Impact)</b><br>Reading: assessed by 1-hour timed analysis of charity leaflet – planned in advance and fortified by vocabulary and analysis work. Assessment followed by marking and 30-minute development opportunity.<br>Writing: assessed by 1 hour timed formal letter – planned in advance and fortified by vocabulary and punctuation work. |   |  |
| <b>British Values Links:</b><br>How democracy works in the classroom and in the wider community.  |  |   |  |   |  |



Mutual respect and tolerance of those with different faiths and beliefs.

Assessment followed by marking and 30-minute development opportunity.

**Eco Schools Links:**

How can the work charities do make a difference?

**Reading / Enrichment:**

'What is a debate?' BBC Bitesize website

'Writing to persuade' BBC Bitesize website

**Key Vocabulary: (Literacy)**

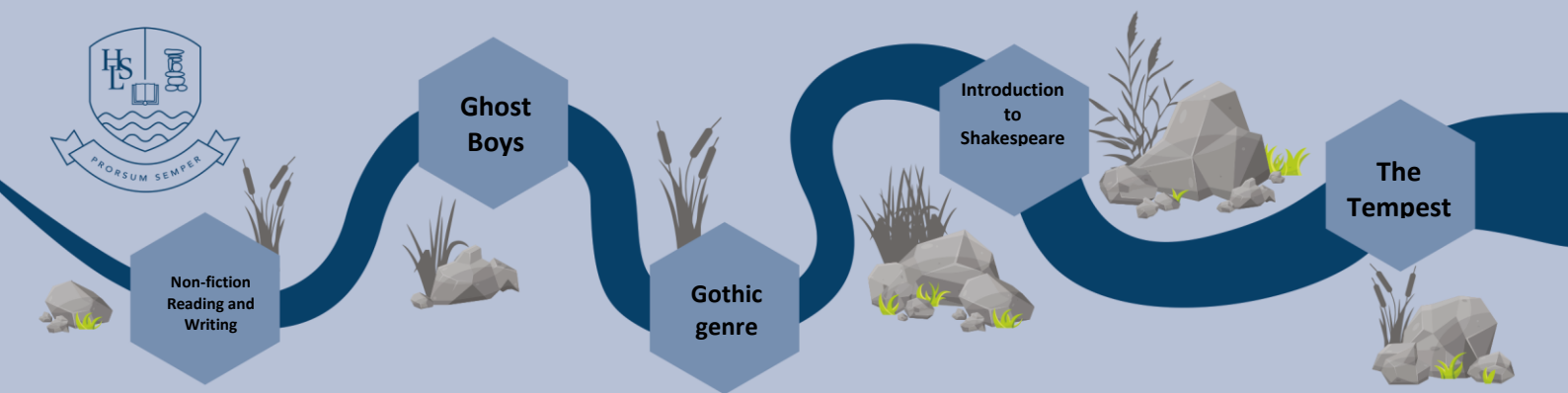
Non-fiction  
Describing  
Informing  
Persuading  
Persuasive techniques

**Numeracy Opportunities:**

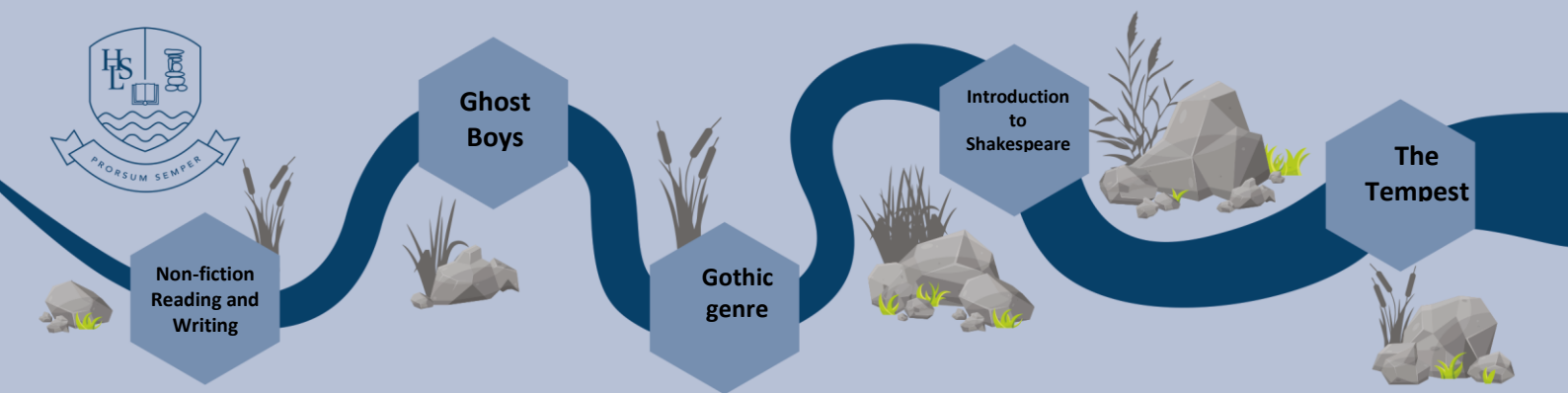
Use of statistics to persuade and encourage.

**Career Links:**

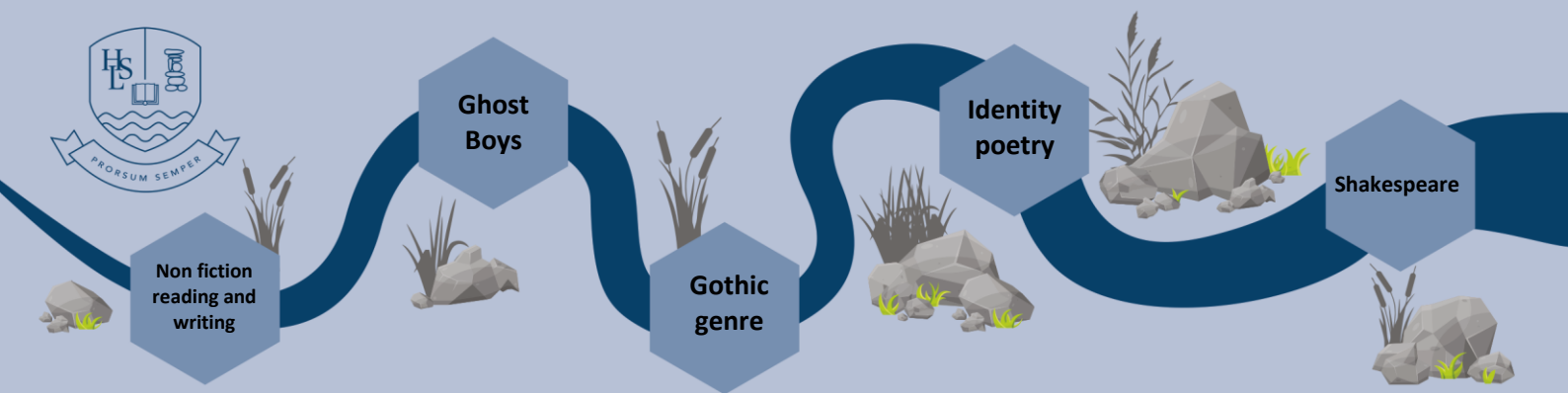
Journalist  
Activist  
Charity worker  
Politician



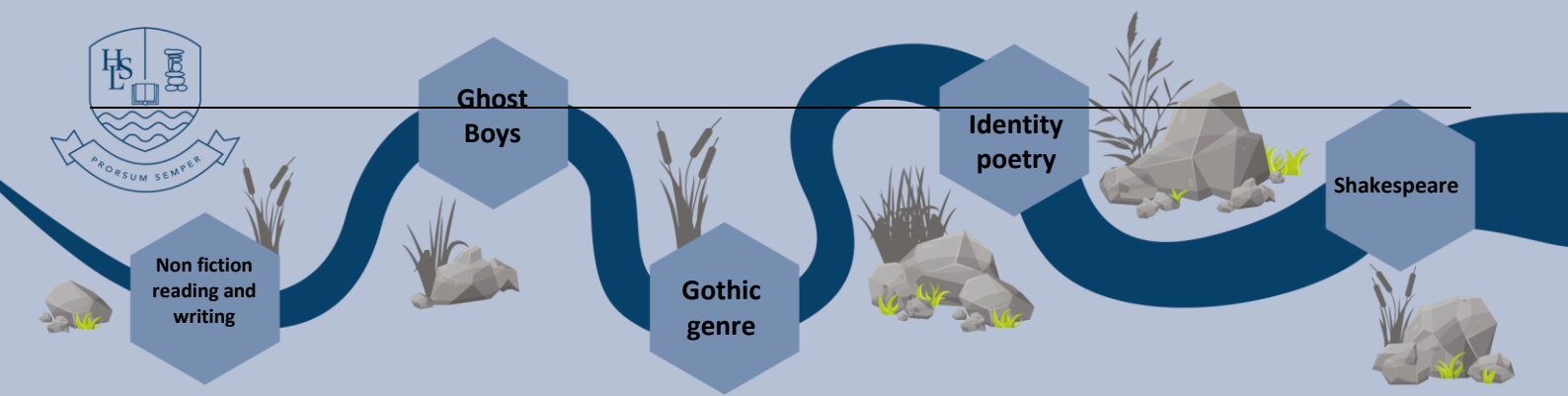
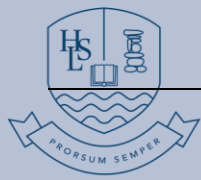
|  |  |  |   |   |  |
|--|--|--|---|---|--|
| <b>Subject: English</b>  |  | <b>Year Group: 7</b>   |   | <b>Term: 2</b>  |  |
| <b>Module/Theme: Ghost Boys</b>  |  |  |   |   |  |
| <b>Topic Outline &amp; Aims (Intent)</b>   |  |  |   |   |  |
| To give pupils the opportunity to read a novel as a class and to encourage enjoyment and genuine passion for reading on a regular basis.                                   |  |  |   |   |  |
| To give pupils the opportunity to explore a context and setting that is different to their own in Gloucestershire.   |  |  |   |   |  |
| To give pupils the opportunity to discuss and debate mature topics in a safe, supportive environment.  |  |  |   |   |  |
| <b>Key Skills and Knowledge taught through this topic: (Intent)</b>  |  |  |   |   |  |
| Pupils will have studied one novel with significant literary recognition – looking at characters, themes, language and contextual factors.                                 |  |  |   |   |  |
| Pupils will have the knowledge needed to use quotations and explore their implications.  |  |  |   |   |  |
| Pupils will have the knowledge needed to be able to produce analytical paragraphs.   |  |  |   |   |  |
| Pupils will have the knowledge needed to be able to comment on the structural decisions and the formal choices made by writers.  |  |  |   |   |  |
| Pupils will have the knowledge needed to be able to comment on how the context of a text links to its attitudes and contents (in this case, within which the text is set). |  |  |   |   |  |
| <b>Prior Learning: (Context)</b>   |  | <b>Future Learning: (Context)</b>  |   | <b>National Curriculum Links: (Context)</b>   |  |
| KS2:<br>Reading a novel as a class.<br>Reading comprehension.<br>Basic understanding of different contexts.  |  | KS3:<br>Introduction of a whole class longer text.<br>Establish the enjoyment of a shared textual journey.<br>Leads to comparative element introduced in Year 8.<br>KS4:<br>Multiple novels and texts will be read for GCSE.<br>Skills required for English Literature papers 1 and 2.<br>Contextual knowledge of Power and Conflict poetry taught and embedded. |   | Read easily, fluently and with good understanding.<br>Develop the habit of reading widely and often, for both pleasure and information.<br>Appreciate our rich and varied literary heritage.<br>Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. |  |
| <b>RRSA Links:</b><br>2. No Discrimination<br>19. Protection from Violence   |  |  | <b>Assessment of Learning: (Impact)</b><br>Reading: assessed by an essay focusing upon language analysis, structural choices and their impact, form choices and their impact, contextual elements in the context of the text.<br>Assessment includes an explicitly evaluative aspects, with a reader comment which requires personal response. Test followed by marking, targets and development piece of 30 minutes. |   |  |
| <b>British Values Links:</b><br>How can race affect individual liberty?<br>How can we promote respect and tolerance of those with different faiths and beliefs?            |  |  |   |   |  |
| <b>Eco Schools Links:</b><br>Focus on activism and challenging the status quo.   |  |  |   |   |  |
| <b>Reading / Enrichment:</b><br>Clean Getaway by Nic Stone<br>The Lines we Cross by Randa Abdel-Fattah<br>How it went Down by Kekla Magoon<br>Dear Martin by Nic Stone     |  | <b>Key Vocabulary: (Literacy)</b><br>Equality<br>Segregation<br>Civil Rights Movement<br>Unconscious bias<br>Anti-racist<br>Privilege<br>Novel<br>Flashbacks<br>Non-linear structure<br>Characterisation<br>Imagery  |   | <b>Numeracy Opportunities:</b><br><b>Creating tension graphs</b><br>Focus on non-linear structure   |  |
|  |  |  |   | <b>Career Links:</b><br>Author<br>Journalist<br>Activist<br>Teacher   |  |



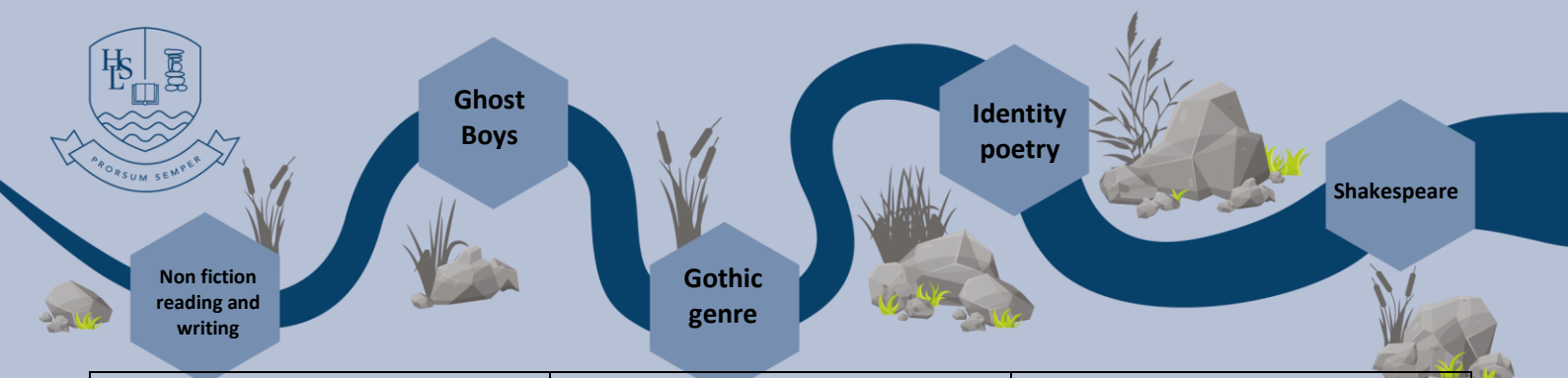
|   |  |  |   |  |  |
|---|--|--|---|--|--|
| <b>Subject: English</b>   |  | <b>Year Group: 7</b>   |   | <b>Term: 3</b>   |  |
| <b>Module/Theme: The Gothic genre</b>   |  |  |   |  |  |
| <b>Topic Outline &amp; Aims (Intent)</b><br>To introduce pupils to the genre of the Gothic<br>To introduce pupils to a range of creative writing skills   |  |  |   |  |  |
| <b>Key Skills and Knowledge taught through this topic: (Intent)</b><br>So, when writing, students will: <ul style="list-style-type: none"> <li>- Have the knowledge needed to recognise the link between reading and writing</li> <li>- Have the knowledge needed to utilise the full process of writing (e.g. planning, improving, experimenting)</li> <li>- Select word choices effectively and avoid first choice words when needed</li> <li>- Be able to spell common words accurately as well as experiment with more sophisticated words</li> <li>- Have the knowledge needed to be able to paragraph for clarity</li> <li>- Have the knowledge needed to attempt a wide range of punctuation</li> <li>- Have the knowledge needed to experiment with imagery and rhetorical devices creatively.</li> </ul> |  |  |   |  |  |
| <b>Prior Learning: (Context)</b><br><br>KS2:<br>Builds upon SPAG technical aspects from KS2.<br>Builds upon creative writing skills taught during KS2 English.  |  | <b>Future Learning: (Context)</b><br><br>KS3:<br>Introduction of the idea of genre work<br>Introduction to creative writing<br><br>KS4:<br>English Language paper 2 section B – key skills required for all questions. |   | <b>National Curriculum Links: (Context)</b><br><br>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.<br>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. |  |
| <b>RRSA Links:</b><br>31. Rest, play, culture, arts   |  |  | <b>Assessment of Learning: (Impact)</b><br>Assessed by a creative piece that is pre-planned and then marked with targets with 30-minute development time. |  |  |
| <b>British Values Links:</b><br>The importance of individual liberty when choosing topics and characters to focus upon.   |  |  |   |  |  |
| <b>Eco Schools Links:</b><br>How can we use the natural landscape to create an atmosphere?  |  |  |   |  |  |
| <b>Reading / Enrichment:</b><br>Frankenstein by Mary Shelley<br>Dracula by Bram Stoker<br>The Ghost of Gosswater by Lucy Strange<br>Sisters of the Lost Marsh by Lucy Strange   |  | <b>Key Vocabulary: (Literacy)</b><br>Creative Writing<br>Narrative arc<br>Perspectives<br>Paragraphing<br>First person narrative perspective<br>Second person narrative perspective<br>Gothic genre                    |   | <b>Numeracy Opportunities:</b><br>Tension graphs<br>Narrative arcs   |  |
|   |  |  |   | <b>Career Links:</b><br>Author<br>Journalist<br>Teacher  |  |



|  |   |   |                |
|--|---|---|----------------|
| <b>Subject: English</b>  |   | <b>Year Group: 7</b>  | <b>Term: 4</b> |
| <b>Module/Theme: Identity Poetry</b>   |   |   |                |
| <p>The topic will be focused on the theme of ‘identity’ and pupils will explore the importance of the theme of identity in a range of circumstances and situations, including cultural identity, family identity and self-identity.</p> <p>There will be analysis of a small range of poems leading to a piece of a single poem studied in class. Exploration of the ideas of the poem as well as the ways the poem presents these ideas (covering language, structure and form).</p>  |   |   |                |
| <p><b>Key Skills and Knowledge taught through this topic: (Intent)</b><br/>         So, when reading, students will:</p> <ul style="list-style-type: none"> <li>- Have studied poetry with significant literary reputations – looking at characters, themes, language and contextual factors.</li> <li>- Have the knowledge needed to use quotations and explore their implications.</li> <li>- Have the knowledge needed to be able to produce analytical paragraphs.</li> <li>- Have the knowledge needed to be able to comment on the structural decisions and the formal choices made by writers.</li> </ul> |   |   |                |
| <p><b>Prior Learning: (Context)</b><br/>         KS2:</p> <ul style="list-style-type: none"> <li>- Element of refocusing from KS2 SPAG: focus upon meaning and effect as a key aspect of literary analysis.</li> </ul> <p>KS3:</p> <ul style="list-style-type: none"> <li>- Builds upon knowledge introduced within previous non-fiction unit, introducing new literary knowledge and terms.</li> </ul>  | <p><b>Future Learning: (Context)</b><br/>         KS3:</p> <ul style="list-style-type: none"> <li>- Leads to development of comparative skills in Year 8.</li> </ul> <p>KS4:</p> <ul style="list-style-type: none"> <li>- English Literature paper 2 analysis of seen and unseen poetry.</li> </ul> | <p><b>National Curriculum Links: (Context)</b><br/>         Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <p>Reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p> <p>Read critically through:</p> <p>Knowing how language, including figurative language, vocab choice, grammar, text structure and organisational features, present meaning.<br/>         Studying a range of authors, including at least 2 authors in depth a year.</p> |                |
| <p><b>RRSA Links:</b><br/> <b>8</b> – Identity<br/> <b>14</b> – Freedom of thought and religion<br/> <b>28</b> – Access to education<br/> <b>30</b> – Minority culture, language and religion</p>  |   | <p><b>Assessment of Learning: (Impact)</b></p> <ul style="list-style-type: none"> <li>- Reading: assessed by an essay on a single prepared poem focusing upon language analysis, structural choices and their impact, formal choices and their impact. Assessment followed by marking and 30-minute ‘Improve It’ opportunity.</li> </ul>  |                |
| <p><b>British Values Links:</b><br/>         Mutual respect and tolerance of different faiths and beliefs.</p>   |   |   |                |
| <p><b>Eco Schools Links:</b><br/>         The importance of respecting and valuing our environment.</p>  |   |   |                |

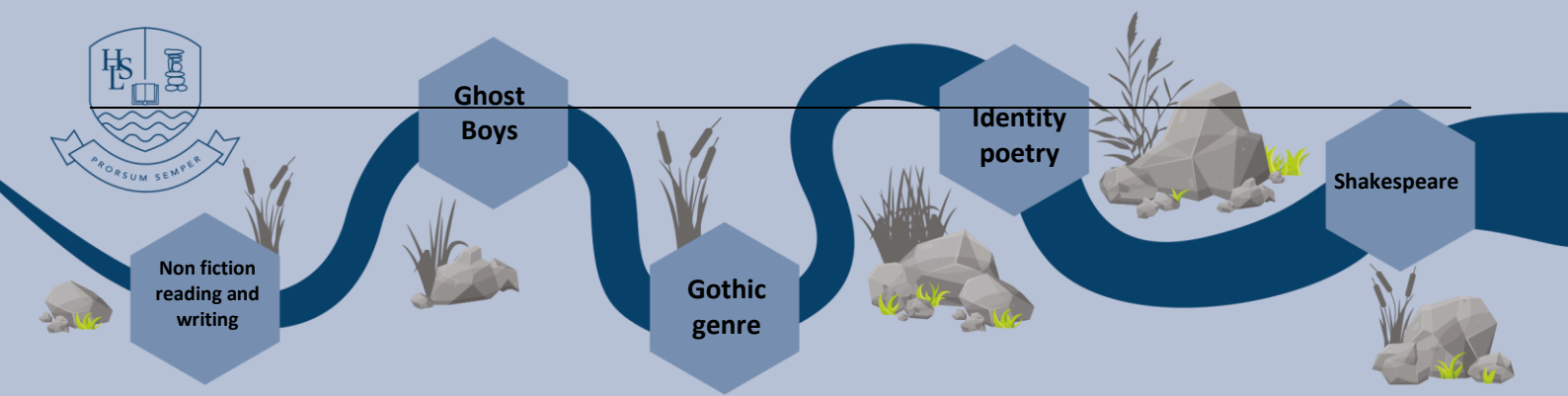
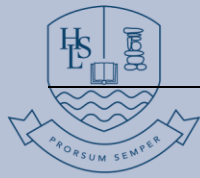


| <b>Reading / Enrichment:</b>  | <b>Key Vocabulary:</b> (Literacy)  | <b>Numeracy Opportunities:</b>                       | <b>Career Links:</b>                                |
|---|--|--|---|
| Poetry collections by Grace Nichols<br>Poetry collections by John Agard<br>Poetry collections by Maya Angelou | Poetry<br>Stanza<br>Rhyme scheme<br>Poetic devices<br>Speaker/narrator<br>Poet<br>Identity | Consideration of different stanzas throughout poems. | Poet<br>Author<br>Journalist<br>Teacher<br>Educator |



|  |  |   |
|--|--|---|
| <b>Subject:</b> English  | <b>Year Group:</b> 7   | <b>Term:</b> 5 and 6  |
| <b>Module/Theme:</b> Shakespeare   |  |   |
| <p>The topic will be focused on exploring the Shakespearean period. Pupils will learn about life in Shakespearean England, The Globe Theatre, Shakespearean language whilst also learning about a range of his plays. Then, pupils will study The Tempest in more detail, including analysing language, structure and form.</p> <p>This topic will have a Speaking and Listening assessment, whereby the pupils will learn, rehearse and perform and speech from a Shakespearean play to the rest of the class.</p>  |  |   |
| <p><b>Key Skills and Knowledge taught through this topic: (Intent)</b><br/>So, when reading, pupils will:</p> <ul style="list-style-type: none"> <li>- Have studied a Shakespeare play – looking at characters, themes, language, structure, form and contextual factors</li> <li>- Have read texts from different countries, cultures and historical contexts</li> <li>- Have the knowledge to tackle challenging texts, identifying techniques and articulating the effects upon a reader</li> <li>- Have the knowledge to select useful quotations and explore their implications</li> <li>- Have the knowledge to produce analytical paragraphs</li> <li>- Have the knowledge to identify themes and attitudes in texts and identify how they are presented</li> <li>- Have the knowledge to compare texts in terms of content, style and context</li> <li>- Have experienced a range of genres</li> <li>- Have the knowledge to recognise the structural decisions and the formal choices made by writers (in a range of genres) and explain their effects</li> <li>- Have the knowledge to articulate how the context of a text shapes its attitudes and contents</li> </ul> <p>So, when performing, pupils will:</p> <ul style="list-style-type: none"> <li>- Have understanding of how to perform to an audience</li> <li>- Have confidence when performing to an audience.</li> </ul> |  |   |
| <p><b>Prior Learning: (Context)</b><br/>KS2:</p> <ul style="list-style-type: none"> <li>- Element of refocusing from KS2 SPAG: focus upon meaning and effect as a key aspect of literary analysis.</li> </ul> <p>KS3:</p> <p>Builds upon knowledge introduced within previous reading topics, including class novel and poetry, introducing new literary knowledge and terms.</p> <p>Links to understanding of social context from Ghost Boys and Identity Poetry.</p>   | <p><b>Future Learning: (Context)</b><br/>KS3:</p> <ul style="list-style-type: none"> <li>- Prepares pupils for their study of Romeo and Juliet in Year 9.</li> </ul> <p>KS4:</p> <ul style="list-style-type: none"> <li>- English Literature paper 1: Shakespeare paper.</li> <li>- English Language Spoken Language endorsement.</li> </ul> | <p><b>National Curriculum Links: (Context)</b><br/>The National Curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically.</p> <p>Spoken language continues to underpin the development of pupils’ reading and writing during KS3.</p> <p>Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.</p> <p>Pupils need to study at least two Shakespeare plays at KS2.</p> |





|   |  |  |  |
|---|--|--|--|
| <p><b>RRSA Links:</b><br/> <b>28</b> – Access to Education<br/> <b>31</b> – Rest, Play Culture, Arts</p>                                      |  | <p><b>Assessment of Learning: (Impact)</b></p> <p>This topic will have a Speaking and Listening assessment, whereby the pupils will learn, rehearse and perform and speech from a Shakespearean play to the rest of the class.</p> |  |
| <p><b>British Values Links:</b><br/>         Mutual respect and tolerance of different faiths and beliefs.</p>                                |  |  |  |
| <p><b>Eco Schools Links:</b><br/>         The importance of respecting and valuing our environment – focus on setting in The Tempest</p>      |  |  |  |
| <p><b>Reading / Enrichment:</b><br/>         Romeo and Juliet<br/>         A Midsummer’s Night Dream<br/>         The Taming of the Shrew</p> | <p><b>Key Vocabulary: (Literacy)</b><br/>         Shakespeare<br/>         The Globe Theatre<br/>         Meter<br/>         Rhyme<br/>         Iambic Pentameter<br/>         Social context<br/>         Tragedies<br/>         Comedies</p> | <p><b>Numeracy Opportunities:</b></p> <p>Time periods and counting how many years ago events took place.</p>   | <p><b>Career Links:</b></p> <p>Actor<br/>         Playwright<br/>         Director/producer<br/>         Teacher<br/>         Educator</p> |