

The High School  
Leckhampton

# Year 7 ENGLISH

## Topic Titles

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

## Intent

Our 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, our 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 are:

- 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

## 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 to practise and develop these imperative skills that students can use throughout their curriculum.

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

## 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 to retrieve information and infer knowledge.
- Reading a range of text types, including poetry & plays, from different 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 inference skills.

## How can parents help?

The most important practice that parents can help their children with at home is to promote reading regularly. Evidence demonstrates a strong correlation between students who regularly read and those achieving levels 7,8 and 9s in their GCSE exams. Reading also improves vocabulary, written expression and develops a sensitive understanding and appreciation of contexts different to student'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.

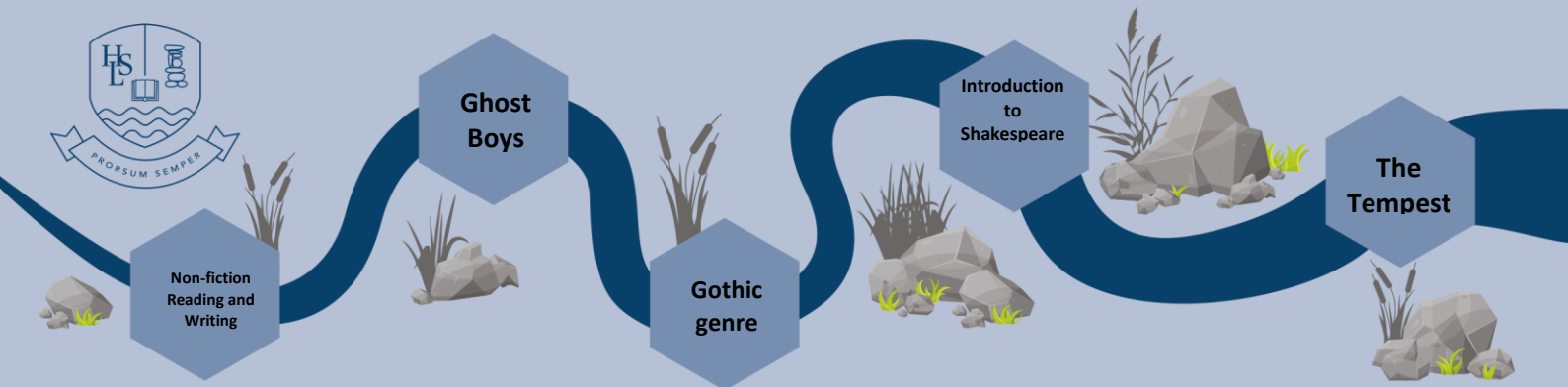
Furthermore, parents can help support students with their English homework that they'll receive once a week, ensuring that it is done to the very best of their ability and that maximum effort has been put in, to every single piece.

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.

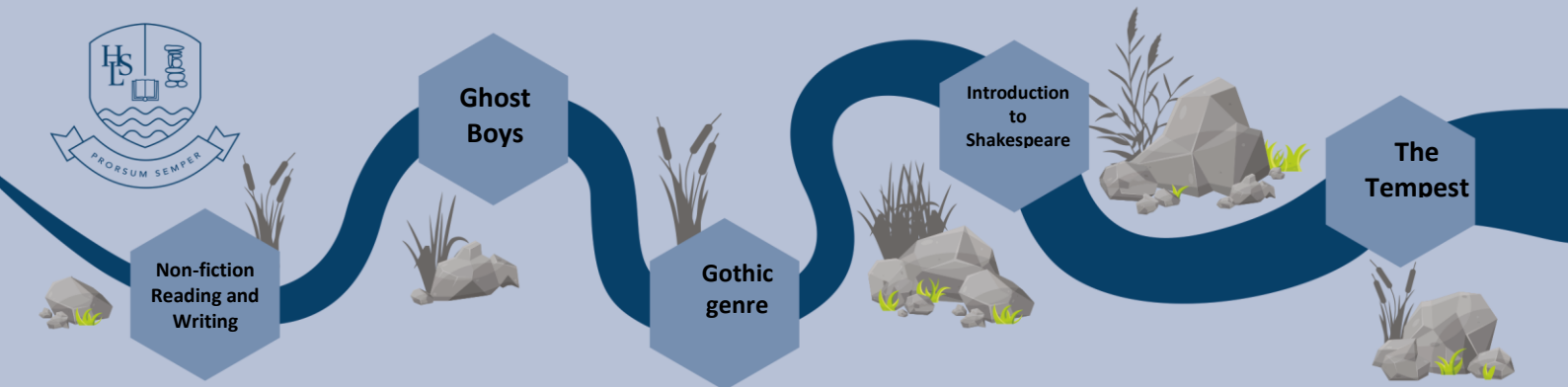
## Recommended Reading and Preparation for Learning

Recommended reading for Year 7 English at HSL:

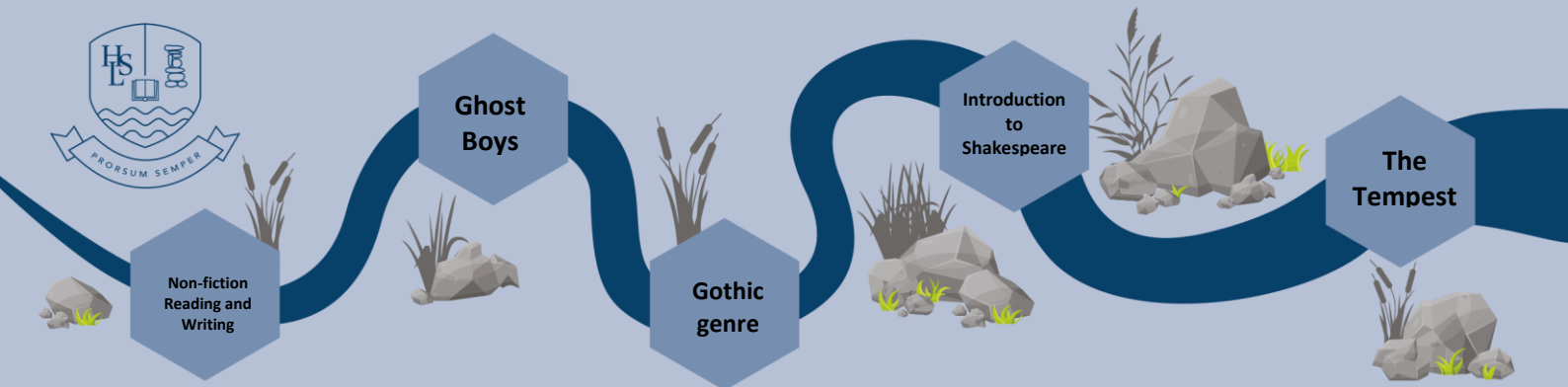
- ‘Noughts and Crosses’ by Malorie Blackman
- ‘Clean Getaway’ by Nic Stone
- ‘The Boy at the Back’ of the Class by O. Rauf
- ‘Warhorse’ by Michael Morpurgo
- ‘His Dark Materials’ series by Philip Pullman
- ‘The Fastest Boy in the World’ by Elizabeth Laird.



Subject: English		Year Group: 7		Term: 2	
Module/Theme: Ghost Boys					
Topic Outline & Aims (Intent)					
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.					
Key Skills and Knowledge taught through this topic: (Intent)					
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).					
Prior Learning: (Context)		Future Learning: (Context)		National Curriculum Links: (Context)	
KS2:		KS3:		Read easily, fluently and with good understanding.	
Reading a novel as a class.		Introduction of a whole class longer text.		Develop the habit of reading widely and often, for both pleasure and information.	
Reading comprehension.		Establish the enjoyment of a shared textual journey.		Appreciate our rich and varied literary heritage.	
Basic understanding of different contexts.		Leads to comparative element introduced in Year 8.		Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.	
		KS4:			
		Multiple novels and texts will be read for GCSE.			
		Skills required for English Literature papers 1 and 2.			
		Contextual knowledge of Power and Conflict poetry taught and embedded.			
RRSA Links:			Assessment of Learning: (Impact)		
2. No Discrimination			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.		
19. Protection from Violence			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.		
British Values Links:					
How can race affect individual liberty?					
How can we promote respect and tolerance of those with different faiths and beliefs?					
Eco Schools Links:					
Focus on activism and challenging the status quo.					
Reading / Enrichment:		Key Vocabulary: (Literacy)		Numeracy Opportunities:	
Clean Getaway by Nic Stone		Equality		Creating tension graphs	
The Lines we Cross by Randa Abdel-Fattah		Segregation		Focus on non-linear structure	
Abdel-Fattah		Civil Rights Movement			
How it went Down by Kekla Magoon		Unconscious bias			
Magoon		Anti-racist			
Dear Martin by Nic Stone		Privilege		Career Links:	
		Novel		Author	
		Flashbacks		Journalist	
		Non-linear structure		Activist	
		Characterisation		Teacher	
		Imagery			



Subject: English		Year Group: 7		Term: 3	
Module/Theme: The Gothic genre					
Topic Outline & Aims (Intent) To introduce pupils to the genre of the Gothic To introduce pupils to a range of creative writing skills					
Key Skills and Knowledge taught through this topic: (Intent) 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>					
Prior Learning: (Context)  KS2: Builds upon SPAG technical aspects from KS2. Builds upon creative writing skills taught during KS2 English.		Future Learning: (Context) KS3: Introduction of the idea of genre work Introduction to creative writing  KS4: English Language paper 2 section B – key skills required for all questions.		National Curriculum Links: (Context) Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing ad spoken language. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.	
RRSA Links: 31. Rest, play, culture, arts			Assessment of Learning: (Impact) Assessed by a creative piece that is pre-planned and then marked with targets with 30-minute development time.		
British Values Links: The importance of individual liberty when choosing topics and characters to focus upon.					
Eco Schools Links: How can we use the natural landscape to create an atmosphere?					
Reading / Enrichment: Frankenstein by Mary Shelley Dracula by Bram Stoker The Ghost of Gosswater by Lucy Strange Sisters of the Lost Marsh by Lucy Strange		Key Vocabulary: (Literacy) Creative Writing Narrative arc Perspectives Paragraphing First person narrative perspective Second person narrative perspective Gothic genre		Numeracy Opportunities: Tension graphs Narrative arcs	
				Career Links: Author Journalist Teacher	



<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> To introduce pupils to a range of non-fiction texts at the start of their KS3 journey. To encourage pupils to discuss and debate opinions and ideas. To practise reading skills including comprehension and language analysis. To practice writing skills including purpose and audience.			
<b>Key Skills and Knowledge taught through this topic: (Intent)</b> 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>  KS2: Builds upon SPAG technical aspects from KS2. Builds upon Reading and Writing skills practised during KS2 SATS.		<b>Future Learning: (Context)</b> KS3: Identification of quotations for analysis and introduction of inference skills – an ability to identify a writer’s purpose and link this to details Writing assessment gauge ability early on in the KS, with informal check on reading to assist and support Leads to comparative elements which are developed in Year 8 KS4: English Language paper 2 – key skills required for all questions.	
<b>National Curriculum Links: (Context)</b> Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing ad spoken language. 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. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.			
<b>RRSA Links:</b> 12. Respect for children’s views 13. Sharing thoughts freely 17. Access to information		<b>Assessment of Learning: (Impact)</b> 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.	
<b>British Values Links:</b> How democracy works in the classroom and in the wider community.		Writing: assessed by 1 hour timed formal letter – planned in advance and fortified by vocabulary and punctuation work.	



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

**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

Assessment followed by marking and 30-minute development opportunity.

**Numeracy Opportunities:**

Use of statistics to persuade and encourage.

**Career Links:**

Journalist  
Activist  
Charity worker  
Politician