

## Year 7 English

In Year 7 students study a variety of fiction and non-fiction texts including whole novels, play and poetry. They develop skills for writing in a range of different styles and for responding to written language in detail.

### Methods of deepening and securing knowledge:

<b>Interleaving</b>	Low-stakes starters are used to ensure knowledge gained at Key Stage 2 (with a particular focus on grammar) is retained and developed.
<b>Knowledge Organisers</b>	Knowledge organisers are used in conjunction with all Key Stage 3 units and contain four specific areas: Tier 2 vocabulary, tier 3 vocabulary, grammar, knowledge/cultural capital.

	Theme 1	Theme 2
<b>Topic(s)</b>	<p><b>Who Are We?</b></p> <p><b>A Monster Calls</b></p> <ul style="list-style-type: none"> <li>Analysing language.</li> <li>Developing an argument.</li> <li>Improving technical skills.</li> <li>Building vocabulary.</li> <li>Developing literary methods.</li> <li>Structuring a narrative.</li> <li>Author's intentions.</li> <li>Literature terminology.</li> <li>Use of evidence.</li> <li>Structuring an argument.</li> </ul>	<p><b>Global Citizens</b></p> <p><b>Non-Fiction texts</b></p> <ul style="list-style-type: none"> <li>Analysing language.</li> <li>Analysing structure.</li> <li>Developing an argument.</li> <li>Improving technical skills.</li> <li>Building vocabulary.</li> <li>Developing literary methods.</li> <li>Structuring a narrative.</li> <li>Author's intentions.</li> <li>Literature terminology.</li> <li>Use of evidence.</li> <li>Contextual awareness.</li> <li>Comparing texts.</li> <li>Developing rhetorical methods.</li> <li>Structuring an argument.</li> </ul>
<b>Assessment</b>	Focussing on a specific part of the novel, analyse the characterisation of a key character and explore the author's intentions in how they were created.	Write a diary entry from a first-person perspective during a key historical and cultural time for Britain.

CEIAG (Careers that are linked to that topic)	Creative writing, psychology, media, film producing, academia.	Politics, media, creative writing archiving, academia, journalism.
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Theme 3		Theme 4	
Topic(s)	<p><b>Who Has The Power?</b></p> <p><b>Fiction extracts/creative writing</b></p> <ul style="list-style-type: none"> <li>● Analysing language.</li> <li>● Analysing structure.</li> <li>● Developing an argument.</li> <li>● Improving technical skills.</li> <li>● Building vocabulary.</li> <li>● Developing literary methods.</li> <li>● Structuring a narrative.</li> <li>● Author's intentions.</li> <li>● Literature terminology.</li> <li>● Use of evidence.</li> <li>● Contextual awareness.</li> <li>● Comparing texts.</li> <li>● Developing rhetorical methods.</li> <li>● Structuring an argument.</li> </ul>	<p><b>Festivals</b></p> <p><b>Persuasive writing</b></p> <ul style="list-style-type: none"> <li>● Analysing language.</li> <li>● Analysing structure.</li> <li>● Developing an argument.</li> <li>● Improving technical skills.</li> <li>● Building vocabulary.</li> <li>● Use of evidence.</li> <li>● Comparing texts.</li> <li>● Developing rhetorical methods.</li> <li>● Structuring an argument.</li> </ul>	
Assessment	Create a powerful character using implicit information and a range of writing devices.	Create a persuasive marketing campaign for a festival of your own creation	
CEIAG (Careers that are linked to that topic)	Politics, media, music production, creative writing, journalism, academia.	Media and marketing, journalism, business.	

## Independent Study

Independent study 'menus' are provided for all units whereby students are able to attempt a range of differentiated tasks to cover a variety of skills including analysis, literacy skills, wider reading, drafting, writing in a range of styles and creative responses.

