

English: **Year 7** Rationale: In year 7, students will study a wide variety of texts in different genres which explore different aspects of childhood, diversity, and identity. The choice of texts reflects experiences of our students and requires them to develop empathy for children from difference backgrounds. Emerging from the root study, students will develop speaking and listening skill, writing for various purposes as well as analytical skills. Students will build on their KS2 studies and more towards developing interpretation skills.

<b>Unit:</b>	<b>Core knowledge/skill development:</b>	<b>Sequence:</b>	<b>Assessment</b>	<b>Literacy, numeracy, PSHE, FBV, other links</b>	<b>Focus ACP and VAA development:</b>	<b>Home learning, enrichment, and recommended reading</b>
<p><b>School</b> The Demon Headmaster</p>	<p>What/How/Why structure for analysing. What are the key features of a drama text? What is it like to go to the theatre? Collaboration skills. Tracking events and character developments.</p>	<p>Builds on: students' reading/writing at KS2 – developing creativity and enabling students to make language choices fit for purpose. Leads to: greater use/understanding of the genre (drama).</p>	<p><b>Task 1</b> – Descriptive writing. Rubric Marked <b>Task 2</b> – Analysis of character. Live Marked <b>Task 3</b>– speaking and listening. <b>Task 4</b> – End of Unit Test. Forms quiz</p>	<p>SPAG and reading for meaning and making inferences. Friendships and dealing with conflicts. Tolerance of those with different experiences to our own – CWCF, ADHD.</p>	<p>Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence.)  Creating – The ability to generate ideas.</p>	<p><b>The boy at the back of the class by Onjali Rauf</b>  Track my Read  Seneca</p>
<p><b>Children of Conflict</b> Windrush Child (Entire text)</p>	<p>Developing What/How/Why structure for analysing. How to read and analyse a whole novel. Empathy skills.</p>	<p>Builds on: The ability to track events and character developments for an entire text. Develops analytical skills. Leads to: greater empathy for others.</p>	<p><b>Task 1</b>- Analysis of feelings. Whole Marked. <b>Task 2</b>- Speaking and Listening. <b>Task 3</b> – How has Leonard's sense of identity changed</p>	<p>SPAG and reading for a purpose. Making inferences from a text. Empathy for others in society. Democracy and learning about the</p>	<p>Empathy – concern for society.  Analysing – critical and logical thinking (deduce, hypothesise, reason, and seek evidence.)</p>	<p><b>Once by Morris Gleitzman</b> Track my read  Seneca</p>

	Non-fiction writing skills.	Greater understanding of the features of a novel.	over the course of the novel? Rubric <b>Task 4</b> – End of Unit Test. Forms quiz	legal system in the UK- FBV. Tolerance of those with different experiences of our own.	Agile – Open-minded.  Linking – Generalisation.	
<b>Short Stories of Childhood</b> Selected short stories	How to craft a piece of creative writing. To identify links between two texts and analyse the differences using What/How/Why structure.	Builds on: The ability to track events to making key comparisons between texts. Develops the creativity of students to make sophisticated language choices to fit their purpose. Lead to: greater understanding of how to craft a piece of creative writing. Developed analysis skills to compare texts.	<b>Task 1</b> – Analysis of character. Whole.. <b>Task 2</b> - non-fiction Writing. Rubric. <b>Task 3</b> – Speaking and listening. <b>Task 4</b> – End of Unit Test. Forms quiz	SPAG and reading for meaning and making inferences. Awareness of other cultures around the world. Tolerance of those with different experiences of our own.	Analysing – critical and logical thinking.  Empathy – concern for society.  Creating – Fluent thinking. Creating – Originality.	<b>Rhythm and Poetry by Karl Nova</b> Track my read  Seneca
<b>Shakespeare's characters</b> Extracts	Introduction to Shakespeare and the Elizabethan Era. Understanding of different societies and how past literature links to modern contexts.	Builds on: The ability to understand texts to develop understanding of a play from a different time. Develops a deeper analysis of texts with historical and social context.	<b>Task 1</b> – Creative Writing. Whole. <b>Task 2</b> - Analysis of character. Rubric. <b>Task 3</b> – Speaking and listening. <b>Task 4</b> – End of Unit Test. Forms quiz	SPAG and reading for meaning and making inferences. Awareness of British History and links to modern life. Learning about the legal system in the UK- FBV.	Empathy- Concern for Society.  Analysing – Critical and logical thinking.  Linking – Connection finding.	<b>The Bone Sparrow by Zana Fraillon</b> Track my read  Seneca

	What/How/ Why structure to analyse texts from different time periods.	Leads to: greater analysis skills with references to historical context. An understanding of how past literature links to current themes.			Meta-thinking – Meta-cognition.	
<b>Poetry of School</b> Selected poems	Introduction to the medium of poetry and the poetic techniques. Understanding of how poetry can be used a voice for everyone. What/How/ Why structure to make comparisons between different poems.	Builds on: The ability to understand a story and key themes. Develops their understanding of themes by looking at a different literary medium. Leads to: An understanding of how to analyse using different vocabulary and different literary mediums.	<b>Task 1</b> – Reading task. Live. <b>Task 2</b> - Creative writing . Rubric. <b>Task 3</b> – Speaking and listening. <b>Task 4</b> – End of Unit Test. Forms quiz	SPAG and reading for meaning and making inferences. Tolerance of those with different experiences than our own. Links to different time periods in British history.	Meta-thinking – Meta-cognition.  Linking – Connection finding.  Analysing – Precision.  Agile – Risk-taking.	<b>The Invisible Hand (Shakespeare’s Moon) by James Hartley</b> Track my read  Seneca
<b>Children Who Changed the World</b> Malala Jazz Jennings Claudette Colvin Boyan Slat Iqbal Masih Bana al-Abed	Understanding of how children from different cultures and experiences can impact the world around them. What are some experiences that other children around the world have?	Builds on: The ability to recognise and analyse characterisation in fiction to link it to non-fiction texts. The ability to identify and analysing how actions have impact.	<b>Task 1</b> – Creative Writing. <b>Task 2</b> – Analysis of character. <b>Task 3</b> – Enrichment Project. Teacher assess. <b>Task 4</b> – End of Unit Test. Forms quiz	SPAG and reading for meaning and making inferences. Understanding of other experiences of children around the world. The importance of education. Understanding of human rights.	Empathy – Concern for Society.  Linking – Big Picture Thinking. Seeing alternative perspectives.  Agility – Enquiring and open-minded. (The ability to take	<b>I Am Malala by Malala Yousafzai</b> Track my read  Seneca

	<p>How can people's actions impact the world? Independence and resilience with the enrichment project.</p>				<p>an objective view of different ideas and beliefs).</p> <p>Hard-Working-Resilience.</p> <p>Creating – originality and intellectual playfulness.</p> <p>Meta-thinking – Strategy Planning.</p>	
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