Communications Faculty – English – Year 7 - Lady Hawkins' School

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Торіс	Modern Novel – Private Peaceful by Michael Morpurgo	The Gothic Genre – selection of extracts	Time Travel	Poetry – Identity and Relationships	An Introduction to Shakespeare	DNA Play.
Key Concepts	Character study, writer's use of language, synthesising information, descriptive and narrative writing.	Building on inference skills/ writer's use of language with a more complex text/ creative writing/writing conventions.	Explore a range of fiction and non- fiction texts and explore the significance of when they were written. Transactional writing tasks including leaflets, reports, letters and speeches.	Explore a selection of poems – analysing poetic techniques and learning how to analyse – to prepare for GCSE English Literature.	Give an overview and introduction to Shakespeare. Familiarising students with the language to prepare students for the study of Hamlet in Year 8 and for their GCSE English Literature study of Macbeth.	To teach students how to read a play. Taking on key character roles and developing oracy skills with reading out loud and in character.
Learning Objectives	Essential knowledge is developed in the following strands:	Essential knowledge is developed in the following strands:	Essential knowledge is developed in the following strands:	Essential knowledge is developed in the following strands:	Essential knowledge is developed in the following strands:	Essential knowledg is developed in the following strands:

Read, understand and	Read, understand				
respond to texts.	and respond to				
Students should be	texts.	texts.	texts.	texts.	texts.
able to:	Students should be				
Maintain a critical style	able to:				
and develop an	Maintain a critical				
informed personal	style and develop				
response	an informed				
Use textual references,	personal response				
including quotations, to	Use textual				
support and illustrate	references,	references,	references,	references,	references,
interpretations.	including	including	including	including	including
Analyse the language,	quotations, to				
form and structure	support and				
used by a writer to	illustrate	illustrate	illustrate	illustrate	illustrate
create meanings and	interpretations.	interpretations.	interpretations.	interpretations.	interpretations.
effects, using relevant	Analyse the				
subject terminology	language, form and				
where appropriate.	structure used by a				
Show understanding of	writer to create				
the relationships	meanings and				
between texts and the	effects, using				
contexts in which they	relevant subject				
were written.	terminology where				
Explain, comment on	appropriate.	appropriate.	appropriate.	appropriate.	appropriate. Show
and analyse how	Show	Show	Show	Show	understanding of
writers use language	understanding of	understanding of	understanding of	understanding of	the relationships
and structure to	the relationships	the relationships	the relationships	the relationships	between texts and
achieve effects and	between texts and	between texts and	between texts and	between texts and	the contexts in
influence readers, using	the contexts in	the contexts in	the contexts in	the contexts in	which they were
relevant subject	which they were	which they were	which they were	which they were	written.
terminology to support	written.	written.	written.	written.	Explain, comment
their views.					on and analyse how

Compare writers' ideas	Explain, comment	Explain, comment	Explain, comment	Explain, comment	writers use
and perspectives, as	on and analyse how	language and			
well as how these are	writers use	writers use	writers use	writers use	structure to achieve
conveyed, across two	language and	language and	language and	language and	effects and
or more texts.	structure to achieve	structure to achieve	structure to achieve	structure to achieve	influence readers,
Communicate clearly,	effects and	effects and	effects and	effects and	using relevant
effectively and	influence readers,	influence readers,	influence readers,	influence readers,	subject terminology
imaginatively, selecting	using relevant	using relevant	using relevant	using relevant	to support their
and adapting tone,	subject terminology	subject terminology	subject terminology	subject terminology	views.
style and register for	to support their	to support their	to support their	to support their	Compare writers'
different forms,	views.	views.	views.	views.	ideas and
purposes and	Compare writers'	Compare writers'	Compare writers'	Compare writers'	perspectives, as
audiences.	ideas and	ideas and	ideas and	ideas and	well as how these
Organise information	perspectives, as	perspectives, as	perspectives, as	perspectives, as	are conveyed,
and ideas, using	well as how these	across two or more			
structural and	are conveyed,	are conveyed,	are conveyed,	are conveyed,	texts.
grammatical features	across two or more	Communicate			
to support coherence	texts.	texts.	texts.	texts.	clearly, effectively
and cohesion of texts.	Communicate	Communicate	Communicate	Communicate	and imaginatively,
	clearly, effectively	clearly, effectively	clearly, effectively	clearly, effectively	selecting and
Use a range of	and imaginatively,	and imaginatively,	and imaginatively,	and imaginatively,	adapting tone, style
vocabulary and	selecting and	selecting and	selecting and	selecting and	and register for
sentence structures for	adapting tone, style	adapting tone, style	adapting tone, style	adapting tone, style	different forms,
clarity, purpose and	and register for	and register for	and register for	and register for	purposes and
effect, with accurate	different forms,	different forms,	different forms,	different forms,	audiences.
spelling and	purposes and	purposes and	purposes and	purposes and	Organise
punctuation.	audiences.	audiences.	audiences.	audiences.	information and
	Organise	Organise	Organise	Organise	ideas, using
Organise and structure	information and	information and	information and	information and	structural and
discussions using an	ideas, using	ideas, using	ideas, using	ideas, using	grammatical
effective range of	structural and	structural and	structural and	structural and	features to support
	grammatical	grammatical	grammatical	grammatical	coherence and
	features to support	features to support	features to support	features to support	cohesion of texts.

	strategies to engage the audience. Listen to questions/feedback, responds perceptively and elaborates with further ideas and	coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with	coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with	coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with	coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
	information.	accurate spelling and punctuation. Organise and structure discussions using an effective range of strategies to engage the audience.	accurate spelling and punctuation. Organise and structure discussions using an effective range of strategies to engage the audience.	accurate spelling and punctuation. Organise and structure discussions using an effective range of strategies to engage the audience.	accurate spelling and punctuation. Organise and structure discussions using an effective range of strategies to engage the audience.	Organise and structure discussions using an effective range of strategies to engage the audience. Listen to
		Listen to questions/feedback , responds perceptively and elaborates with further ideas and information.	questions/feedback , responds perceptively and elaborates with further ideas and information.			
Scaffolding for SEND to ensure	Scaffolds Sentence Stems	Scaffolds Sentence Stems	Scaffolds Sentence Stems	Scaffolds Sentence Stems	Scaffolds Sentence Stems	Scaffolds Sentence Stems

quality first	Frayer models for key	Frayer models for				
teaching	vocabulary	key vocabulary	key vocabulary	key vocabulary	key vocabulary	key vocabulary
	Glossaries	Glossaries	Glossaries	Glossaries	Glossaries	Glossaries
	Disciplinary literacy	Disciplinary literacy	Disciplinary literacy	Disciplinary literacy	Disciplinary literacy	Disciplinary literacy
	reading strategies	reading strategies	reading strategies	reading strategies	reading strategies	reading strategies
	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading	Guided reading
	activities	activities	activities	activities	activities	activities
	Challenge Tasks	Challenge Tasks	Challenge Tasks	Challenge Tasks	Challenge Tasks	Challenge Tasks
	Model answers	Model answers	Model answers	Model answers	Model answers	Model answers
	Targeted questioning	Targeted	Targeted	Targeted	Targeted	Targeted
	Knowledge organiser	questioning	questioning	questioning	questioning	questioning
	tests	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	Recall quizzes	organiser tests				
	Dual-coding	Recall quizzes				
		Dual-coding	Dual-coding	Dual-coding	Dual-coding	Dual-coding
Careers input	Links to army career	Editing	Newspaper	Newspaper	Drama/theatre?	Drama/theatre
	path.		journalist	journalist	Directing	Directing
		Newspaper	- 11	- 11	Acting	Stage management
	Publishing	journalist	Editor	Editor	Filmmaking	Acting
	Newspaper journalist	- 11.	Publishing copy-	Publishing copy-	Newspaper	Filmmaking
	E ditta a	Editor	editor	editor	journalist	Camera operating
	Editor	Publishing copy-	euitor	euitor	- 11	Set design
	Publishing copy-editor	editor	Advertising	Advertising	Editor	
	0.000,700	Cultor	copywriter	copywriter	Publishing copy-	
	Advertising copywriter	Advertising		.,	editor	
	Dreef reeder	copywriter	Proof-reader	Proof-reader	cultor	
	Proof-reader		Librarian	Librarian	Advertising	
	Librarian	Proof-reader			copywriter	
		Librarian	Writer-author, poet	Writer-author, poet		
	Writer-author, poet				Proof-reader	
	Teacher, lecturer	Writer-author, poet	Teacher, lecturer	Teacher, lecturer	Librarian	

	Marketing executive Web content manager Lawyer Paralegal Public relations manager	Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager	Marketing executive Web content manager Lawyer Paralegal Public relations manager	Marketing executive Web content manager Lawyer Paralegal Public relations manager	Writer-author, poet Teacher, lecturer Marketing executive Web content manager Lawyer Paralegal Public relations manager	
Links (prior knowledge, future knowledge)	This unit of work builds on the Key Stage 2 curriculum for reading and comprehension. Students will be taught explicit instruction about writing which is essential to develop older students' writing. This unit enables students to write frequently, for a range of audiences and purposes which builds on the Programme of Study in year 6 and the	This unit of work builds on the Key Stage 2 curriculum with reading, writing and spoken language by encountering a wide range of literature texts to prepare for GCSE. This unit of work also builds on essential skills from last half term with analysis of language, structure and form from	Students study this unit of work here because we are building on essential knowledge and skills in the Year 6 Programme of Study where students practice writing for audiences and in different formats such as leaflets, letters, reports and speeches. We have built on creative writing at the start	This unit builds on students' knowledge and skills from Key Stage 2 where they study a wide range of fiction and the literary canon in the Programme of Study in Year 6. This also builds on the reading of the literary canon in Year 7 and 8. This unit prepares students for their English Literature	This unit allows students to revise the poetry skills from Key Stage 2 and Year 7 and 8 and this unit builds on their essential knowledge by providing students with learning opportunities to develop analysis skills with language, structure and form.	This play builds on students' study of plays in the Programme of Study in Year 6 where students read a wide range of plays, explore the conventions of plays and perform plays. It also builds on the essential knowledge and skills gained in the previous unit where the play Hamlet by

first term of year 7 and	increasingly	of Year 7 in the	exam, where they	This unit prepares	Shakespeare is
this unit prepares	complex texts from	Private Peaceful	are required to	students for the	studied. This unit
students for the GCSE	the literary canon,	unit, so we are	answer questions	fundamental skills	prepares students
writing examination	with a particular	developing the	on key poems.	in the GCSE English	for the study of the
tasks.	focus on 19 th	practice of a range		Literature course	play Macbeth by
	century fictional	of forms in the Time		where students	William
It also prepares	texts.	Travel unit. This		respond to an	Shakespeare, An
students for the		unit prepare		extract from	• •
demands of Literature		students for the			Inspector Calls by
in Key Stage 4 with		GCSE English		Macbeth. The key	J.B.Priestley and the
increasingly demanding		Language Paper 2		skills in this unit will	GCSE English
texts. This unit of work		examination where		prepare students	Literature Paper 1
enables students to		they are assessed		for poetry study	and 2 examinations
build essential		on a transactional		throughout Key	in Key Stage 4.
knowledge on different		writing task.		Stage 3 and Key	
contextual		Students explore		Stage 4.	
backgrounds. Students		fiction and a range			In this unit,
will explore how		of non-fiction. They			students explore
context is significant in		engage in a variety			characters, themes,
English Literature and		of transactional			ideas and context in
how it influences		writing tasks based			the play The
writing and its impact.		on a wide range of			
		genres and formats			Crucible. The study
		which includes			of this play is
		leaflets, reports,			directly linked to
		letters and			students' GCSE
		speeches. They			English Literature
		also learn how to			course and
		respond to non-			examination where
		fiction texts, using			plays are read and
		skills from the GCSE			interpreted for
		non-fiction			meaning and
		examination. This			0

will be a key	analysis. The study
requirement for	of this play allows
future study in	students to further
preparation for Key	develop their skills
Stage 4.	in analysing
These units allow	conventions of
students to plan,	drama texts.
draft and revise,	Students critically
edit and publish	analyse the
their writing and to	playwright's
practice these	methods and how
processes.	these methods are
Students will be	
taught explicit	used for effect in
instruction about	drama.
writing which is	Furthermore,
essential to develop	students explore
older students'	the significance of
writing. This unit enables students to	context in the play
	and the impact of it.
write frequently, for	This scheme of
a range of audiences and	learning is
purposes which	sequenced after the
builds on the	study of Hamlet and
Programme of	before the GCSE
Study in year 6 and	Literature texts in
the first term of	Year 10 to further
year 7 and this unit	
prepares students	develop the skills
for the GCSE writing	required to read
examination tasks.	and analyse plays
	(preparation for the
	study of Macbeth

			The Time Travel			and An Inspector
			unit also prepares			Calls).
			students for the			canoj.
			future study of their			
			literature texts in			
			Key Stage 4 and			
			enables students to			
			build essential			
			knowledge on			
			different contextual			
			backgrounds.			
			Students will			
			explore how			
			context is			
			significant in English			
			Literature and how			
			it influences writing			
			and its impact.			
Кеу	Characterisation	Characterisation	Characterisation	Context	Characterisation	Setting
Vocabulary	Themes	Themes	Themes	Poetic techniques	Themes	Perspectives
	Ideas	Ideas	Ideas	Structure	Ideas	Context
	Setting	Setting	Setting	Form	Setting	Genre
	Perspectives	Perspectives	Perspectives	Tone	Perspectives	Language
	Context	Context	Context	Style	Context	Structure
	Genre	Genre	Genre	Register	Genre	Form
	Language	Language	Language	Purpose	Language	Interpretations
	Structure	Structure	Structure	Simile	Structure	Analysis
	Form	Form	Form	Metaphor	Form	Quotations and
	Interpretations	Interpretations	Interpretations	Alliteration	Interpretations	references
	Analysis	Analysis	Analysis	Assonance	Analysis	Terminology

	Quotations and	Quotations and	Quotations and	Sibilance	Quotations and	Vocabulary
	references	references	references	Caesura	references	Sentence structures
	Terminology	Terminology	Terminology	Stanza	Terminology	Tone
	Vocabulary	Vocabulary	Vocabulary		Vocabulary	Style
	Sentence structures	Sentence structures	Sentence structures		Sentence structures	Register
	Tone	Tone	Tone		Tone	Purpose
	Style	Style	Style		Style	Dramatic devices
	Register	Register	Register		Register	Stage
	Purpose	Purpose	Purpose		Purpose	Set
	Dramatic devices	Dramatic devices	Dramatic devices		Dramatic devices	dialogue
	Stage	Stage	Stage		Stage	dramatic irony
	Set	Set	Set		Set	monologue
	dialogue	dialogue	dialogue		dialogue	foreshadowing
	dramatic irony	dramatic irony	dramatic irony		dramatic irony	playwright
	monologue	monologue	monologue		monologue	stage directions
	foreshadowing	foreshadowing	foreshadowing		foreshadowing	script
	playwright	playwright	playwright		playwright	soliloquy
	stage directions	stage directions	stage directions		stage directions	
	script	script	script		script	
	soliloquy	soliloquy	soliloquy		soliloquy	
Review and	Summative	Summative	Summative	Summative	Summative	Summative
Assessment (including	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:	Assessments:
opportunitie	Challenging Reading	Challenging Reading	Challenging Reading	Challenging Reading	Challenging Reading	Challenging Reading
s for retrieval practice)	Task:	Task:	Task:	Task:	Task:	Task
	How does Morpurgo	How does the	How does the	How does the poet	How does	Analyse writer's
	use language to show	writer create a	writer use language	use language to	Shakespeare	choice of language
	Grandma Wolf is a	gothic atmosphere	to describe(non-	illustrate the	presentin the	to present a
	cruel character?	in the extract?	fiction article)	contrast between the two sets of people?	extract?	character or theme.

How does Morpu make this an					
exciting/tense/w g moment? (Big .	-				
goes missing)		Challenging Writing	Challenging Writing		Challenging Writing
5000 missing,	Challenging Writing	Task:	Task:	Challenging Writing	Task:
Challenging Writ				Task:	
Task		Write a letter to	Write and deliver a		Write and deliver a
	Creative gothic	argue and	speech for the	Write an article	speech about
Write a descripti	C	persuade.	Prime Minister to	based on a scene in	slavery.
suggested by this			deliver to the	the play.	
picture (inspired	by the		nation.		
novel).		Formativo	Formativo		Formativo
		Formative Assessments:	<u>Formative</u> Assessments:	Formative	<u>Formative</u> Assessments:
Formative	Formative	Assessments.	Assessments.	Assessments:	Assessments.
Assessments:	Assessments:	Knowledge	Knowledge	<u>/////////////////////////////////////</u>	Knowledge
		Organiser Tests on	Organiser Tests on	Knowledge	Organiser Tests on
Knowledge Orga	niser Knowledge	Reading and	Reading and	Organiser Tests on	Reading and
Tests on Reading	and Organiser Tests on	Writing	Writing	Reading and	Writing
Writing	Reading and			Writing	
Practice assessm	ents Writing	Practice	Practice		Practice
with diagnostic	Durantian	assessments with	assessments with	Practice	assessments with
feedback	Practice	diagnostic feedback	diagnostic feedback	assessments with	diagnostic feedback
	assessments with diagnostic feedback			diagnostic feedback	