

Year 07 English | Yearly Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Past Explorations: Previously students have explored spelling, grammar and punctuation skills and are able to read and write by this point. They are able to use a variety of writing skills such as conjunctions, paragraphs and literary devices. They are experienced in grammar and are able to identify word classes. They can use a variety of sentence structures and are familiar with audience and purpose. They are able to use comprehension skills and can identify key information that has been used in the text to support their response.</p> <p>This will help students in the unit by allowing them to analyse texts, explore themes and respond appropriately to analytical questioning of a text.</p>	<p>Past Explorations: Previously students have explored developing their comprehension skills, practising and gaining skim-reading skills and the ability to pick out key information from the text. Furthermore, In Primary students have been taught language devices such as metaphors, similes and personification.</p> <p>This will help students in the unit by allowing them to understand figurative language and analyse the effect in Private Peaceful.</p>	<p>Past Explorations:</p>	<p>Past Explorations: Previously students have explored ideas about identity to analyse and appreciate diverse perspectives.</p> <p>This will help students in the unit by allowing them to empathise with others and evaluate and deepen their understanding of the world around them.</p>	<p>Past Explorations: Previously students have explored fiction texts and their features. Through their PSHE lessons they have produced written work in response to pictorial stimuli. They have written balanced arguments, explored life during conflict and the vocabulary associated with 'moral' and 'social' pressures.</p> <p>This will help students in the unit by allowing them to explore and argue whether a society is 'dystopian' or not. Furthermore, they will move onto creating their own dystopian setting.</p>	<p>Past Explorations: Previously students have explored learning contextual information about Shakespeare and will have studied at least one of his plays on a more basic level focusing on understanding the story as opposed to analysing the language.</p> <p>This will help students in the unit by allowing them to use their developing skills for analysing language that they have acquired through analysing Private Peaceful and the variety of Gothic texts for far in terms 1 and 2.</p>
<p>Termly Exploration Question: How can I explore the gothic genre?</p>	<p>Termly Exploration Question: How does a writer capture the unpleasant experiences of war for two young boys?</p>	<p>Termly Exploration Question: To what extent does culture shape our identity?</p>	<p>Termly Exploration Question: What does it mean to be a refugee?</p>	<p>Termly Exploration Question: Why is dystopian Literature such a popular genre?</p>	<p>Termly Exploration Question: How does Shakespeare create humour in MSND?</p>
<p>Termly Overview: The gothic genre truly defies time and infiltrates the study of literature across all ages. Understanding the gothic is excellent preparation for GCSE (Jekyll and Hyde) but also allows students to broaden their own minds and offers great scope for creative writing. During this term the students will explore the gothic genre through analysis of a number of gothic literature and texts.</p>	<p>Termly Overview: Through the reading of Private Peaceful, students will learn the context of WW1 and explore the moral/social pressures soldiers faced when joining up for war and the social, emotional and psychological effects it has on the individual. Behind these main themes, students will also develop their understanding of contextual social class and attitudes towards disability through character analysis. Structurally, the novel also explores the power of the narrative flashback and offers the chance for thoughtful, creative writing.</p>	<p>Termly Overview: Students will explore poems and extracts and consider their own culture and their own identity as they explore how culture can shape the identity of others.</p>	<p>Termly Overview: Students will learn about the wider implications surrounding the current issues relating to refugees; these may be issues they can relate to. If they don't have any first-hand experience of refugees, this will develop their understanding of diversity in British society. Through critical thinking and philosophical discussions surrounding the themes raised in 'Refugee Boy, they will deepen their understanding and knowledge of these topics.</p>	<p>Termly Overview: Studying dystopian fiction can help us understand why we are right to be afraid of certain things such as extreme government control and mass surveillance of the people by the government.</p>	<p>Termly Overview: MSND is a great Shakespearean text to begin with in year 7 as it is magical and whimsical and allows younger children to enjoy Shakespeare before moving on to studying tragedies in later years.</p>

<p>Future Explorations: Moving forward in English, students will explore and utilise their inference skills from the Gothic genre. They can support their understanding by further utilising their reading and analytical skills. Private Peaceful is a reading unit. The students will gain knowledge on WW1 context and apply it to their analytical writing. Students will use writing frameworks such as PEAL.</p> <p>This unit will help them with this because they will further appreciate context and its impact on a text.</p>	<p>Future Explorations: Moving forward in English, students will explore contextual knowledge they have learnt from WW1 to understand and place their understanding of some Power and Conflict war poetry in the GCSE syllabus. Furthermore, it will aid contextual understanding of social class as well as WW1 which will aid their understanding of literature.</p> <p>This unit will help them with this because they will consider a text structurally, paying close attention to flashbacks which will aid their ability to analyse structure as part of both their language and literature skills.</p>	<p>Future Explorations: Moving forward in English, students will explore ideas about a variety of themes, as well as engaging with future literature texts and drawing comparisons.</p> <p>This unit will help them with this because the familiarity of looking at extracts in isolation will be crucial in aiding them to understand fictional non-fiction texts throughout both literature and language.</p>	<p>Future Explorations: Moving forward in English, students will explore critical thinking skills to better analyse texts with moral and philosophical dilemmas, such as Macbeth.</p> <p>This unit will help them with this because they will use their new understanding of different cultures to write and read with a greater level of empathy. This will be crucial as students must comment on how the reader thinks/feels.</p>	<p>Future Explorations: Moving forward in English, students will explore writing balanced arguments in response to a question. They will build on their persuasive writing skills and how to support their argument using evidence and prior experiences.</p> <p>This unit will help them with this because students will develop the skills needed to respond to English Language.</p>	<p>Future Explorations: Moving forward in English, students will explore Shakespearean context knowledge to aid understandings of future Elizabethan and Jacobean plays.</p> <p>This unit will help them with this because students will have spent time working with the complexities of Shakespearean English here leaving them in a better position for transitioning to a more challenging text with complex themes and ideas.</p>
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