



## Year 7 Curriculum Overview

Building on the successes from primary school, students in Year 7 begin the year by developing their reading skills through the exploration of various 'Literary Villains' in the morality scheme. This scheme encourages students to become successful at retrieving textual evidence, analysing the effects of language and considering the influence of context/ genre as we delve into extracts such as Dracula, Harry Potter and Treasure Island. Having explored successful examples students then develop their ability to craft language features to create their own fictitious villain descriptions. Through a process of planning, drafting, writing, evaluating and editing their final pieces students will demonstrate their ability to craft their writing with attention to detail across extended written responses. They will consolidate and build on their knowledge of grammar and vocabulary throughout the year. Students will also draw on new vocabulary and grammatical constructions from their reading, and use these consciously in their writing to achieve particular effects. The study of our set novel 'A Monster Calls' allows students to apply their reading skills and explore how writers create meaning over time. This novel sits at the heart of our 'Relationships' scheme which encourages students to engage with debates and universal themes such as: family, grief, morality and love. Students will develop their ability to discuss language use as well as building their confidence to effectively speak fluently in front of peers. Having earlier gained experience of crafting their own language for effect, students now turn their focus to crafting their structural choices for effect too as they create their own ending to the novel. Our 'Identity and Culture' scheme fosters analytical skills and cultural capital as students are guided through both non-fiction extracts and a diverse range of poetry. The scheme moves towards a travel writing focus, introducing students to persuasive features and other elements of rhetoric. Students will develop their spoken English skills by collaborating with peers to formulate ideas on a challenging debate which then allows them to then independently express their ideas in discussions. Also, they will continue to develop their knowledge and understanding of the differences between spoken and written language through the editing process before they deliver a speech to their class. The Accelerated Reader programme runs parallel to our curriculum to ensure that students are able to identify texts which offer the correct level of challenge in order to further encourage their reading for pleasure. Year 7 also take part in an International Schools Project at points throughout the year which sees our students collaborate on a piece of creative writing with our partner school in India.

Term/Length of Time	Outline Brief information about specific knowledge, skills and experiences the students will have	Assessment/Teacher Feedback Opportunities This should link to your G4Smarkbook	Homework and Literacy resources This needs to include compulsory and optional tasks  Should include books as well as vocab/speaking/listening resources. These can either be optional or part of your SL.
<b>Autumn 1</b>	<b>Morality: Reading</b> Our first module of the year gets students to explore a variety of literary villains and explore the moral	<b>Feedback/Action/ Response Marking:</b> Students will complete a multiple choice set of questions based on their reading of an extract.	<b>Minimum homework expectation - to be set on G4S</b> To support the transition period the English department will NOT be setting any mandatory homework this half term.  <b>Optional homework tasks and Literacy resources:</b>

	<p>dilemmas surrounding those characters. Students will continue to build on their reading skills from primary school as they read for understanding with more challenging texts. Students will learn how to develop their explanations in greater depth by exploring how language, including figurative language, vocabulary choice, grammar presents meaning to the reader.</p> <p>Students will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Engage with a variety of literary heritage works.</li> <li>• Begin to understand the assessment objectives.</li> <li>• Explore how writers use/ subvert stereotypes to</li> </ul>	<p>Students will then complete a mini assessment which asks them to explore how a writer presents their character as a villain.</p> <p><b>End of Unit Assessment:</b> Students will complete an extended response based on an extract and asked to 'Explore how the writer presents the character...' The assessment builds from the previous mini assessment. Student will utilise the WHAT HOW WHY approach to develop their responses in depth which they have been introduced to through their lessons.</p> <p><b>This assessment will be marked on:</b></p> <p><b>Assessment Object 1:</b> Response to task and using references in response.</p> <p><b>Assessment Objective 2:</b> Explaining writer's methods using subject terminology, and discussing their effects to create meaning.</p>	<p>We would encourage students to develop their love of literature through widespread reading for enjoyment. Here is a link to a list of recommendations:</p> <ul style="list-style-type: none"> <li>• <a href="https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-7-pupils-ks2-age-11-12/">https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-7-pupils-ks2-age-11-12/</a></li> <li>- Attend our Creative Writing club after school.</li> <li>- Familiarise yourself with the school library.</li> <li>- Practise debating/ speaking ideas aloud: <a href="https://www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z79mm39">https://www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z79mm39</a></li> </ul>
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	<p>have an impact on the reader.</p> <ul style="list-style-type: none"> <li>Start to use the WHAT HOW WHY structure to extended reading responses.</li> </ul>		
<b>Autumn 2</b>	<p>Morality: Writing</p> <p>Drawing on their reading knowledge, developed during Autumn 1, students now become the writer. Through the plan, draft, edit and proof-read approach students will learn to craft their descriptive/ narrative writing to have an impact on the reader. Students will apply their growing knowledge of ambitious vocabulary and figurative language to their own responses which will culminate in them writing an extended response about their own villain.</p> <p>Students will have the opportunity to:</p>	<p><b>Feedback/Action/ Response Marking:</b></p> <p>Students will creatively respond to this mini assessment question: <i>Write a <b>description</b> of your own villain.</i></p> <p><b>End of Unit Assessment:</b> Students use the skills they have acquired across the unit to creatively respond to this question: <i>Write the opening to a short story which must include a villain.</i> Here they can use the feedback from the mini assessment to help craft their creative writing for language and technical accuracy.</p>	<p><b>Minimum homework expectation - to be set on G4S</b> 30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week.</li> <li>Completing Accelerated Reader quizzes on the books they have finished.</li> <li>Literary Villains Menu- Students choose at least 1 task from the menu to complete each week. The Peri-o-meter suggests the difficulty of the task.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <ul style="list-style-type: none"> <li><a href="https://ukhosted90.renlearn.co.uk/3280294/">https://ukhosted90.renlearn.co.uk/3280294/</a></li> <li>Complete all tasks on the Literary Villains Menu</li> <li>Attend our Creative Writing club after school.</li> <li>Creative writing tutorials/ tips can be found online, such as: <a href="https://www.youtube.com/watch?v=Vun9FUHjZNU">https://www.youtube.com/watch?v=Vun9FUHjZNU</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Develop their resilience to write at length.</li> <li>• Begin to understand the demands of the writing assessment objectives</li> <li>• Discuss writer's craft voice in their writing</li> <li>• Develop their understanding of figurative language for effect.</li> </ul>	<p><b>This assessment will be marked on:</b></p> <p><b>Assessment Objective 5a and b:</b> Effective use of language and structure in order to create an engaging piece that adheres to the conventions of the dystopian genre.</p> <p><b>Assessment Objective 6:</b> Technical accuracy</p>	
<b>AUTUMN INTERNATIONAL SCHOOLS</b>	<p>Students will be introduced to our partner school in Mumbai with lots of opportunities to learn about their culture and how they live.</p> <ul style="list-style-type: none"> <li>• Students will create their own spy character which will be sent over to the partner school.</li> <li>• They will use skills learnt</li> </ul>	<b>N/A</b>	<p><b>Minimum homework expectation – to be set on G4S</b></p> <p>30 minutes of compulsory homework:</p> <ul style="list-style-type: none"> <li>• Complete research on the country of Mumbai to see how they live.</li> <li>• This can include famous buildings, money, language, famous people, landmarks etc.</li> <li>• This will then be used in their writing.</li> </ul> <p>Students should also do their reading of their own book to ensure reading for pleasure is still achieved. 15 minutes.</p>

	throughout this term including literacy devices and structural elements to enhance their own creative writing skills.		
<b>Spring 1</b>	<p><b>Relationships: Reading</b></p> <p>The unit centres on the theme of relationships. Students will secure their knowledge of fables as a starting point as we delve into our central text; 'A Monster Calls' by Patrick Ness. Students will build upon their reading for meaning skills as they contend with mature topics of grief, fear, loss, love and morality. We will be delving into how our protagonist navigates the complexities of life and how the writer presents that to the reader. Students will learn how to zoom in on the writer's choices of</p>	<p><b>Feedback/Action/ Response Marking:</b></p> <p>Students will complete a mini assessment which asks them to explore how the writer creates ideas of fear in the extract (from A Monster Calls).</p> <p><b>End of Unit Assessment:</b></p> <p>Students will complete an extract based whole text question. Student will utilise the WHAT HOW WHY approach to develop their responses in depth.</p> <p>An Example: How does the writer present Conor's emotional difficulties in A Monster Calls?</p> <p><b>This assessment will be marked on:</b></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>• Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week.</li> <li>• Tier 2 vocabulary tasks will be set to explore the etymology of key words, use them in debates and link them to prior learning.</li> <li>• Completing Accelerated Reader quizzes on the books they have finished.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <ul style="list-style-type: none"> <li>• <a href="https://ukhosted90.renlearn.co.uk/3280294/">https://ukhosted90.renlearn.co.uk/3280294/</a></li> <li>• Reading widely around the topic: <ul style="list-style-type: none"> <li>- 'The Dead Bird' by Margaret Wise Brown</li> <li>- 'The Day My Dad Turned Invisible.' by Sean R Simmons</li> <li>- 'The Stars Beneath Our Feet' by David Barclay Moore</li> </ul> </li> <li>• BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zfdh8xs">https://www.bbc.co.uk/bitesize/topics/zfdh8xs</a></li> </ul>

	<p>language/ structure through effectively annotating extracts in order to support their lines of arguments.</p> <p>During the study of our novel students will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Read the novel 'A Monster Calls' by Patrick Ness</li> <li>• Discuss writer's methods and what he was trying to achieve</li> <li>• Explore characters and themes that are developed throughout the text.</li> <li>• Engage with moral dilemmas.</li> </ul>	<p><b>Assessment Objective 1:</b> Response to task and using references in response.</p> <p><b>Assessment Objective 2:</b> Explaining writer's methods using subject terminology, and discussing their effects to create meaning.</p>	
<b>Spring 2</b>	<p><b>Relationships: Fiction Writing</b></p> <p>Students will complement their study of 'A Monster Calls' with a new focus on writing skills. Students will</p>	<p><b>Feedback/Action/ Response Marking:</b></p> <p>This mini assessment will require students to independently write a fiction response which describes a typical morning for Conor in the future.</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>• Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week.</li> <li>• Completing Accelerated Reader quizzes on the books they have finished.</li> </ul>

	<p>continue to apply their knowledge of grammar and ambitious vocabulary to their writing as well as developing an understanding of how writers structure their work for effect. This allows students to apply their knowledge of structural choices to their own imaginative extended written responses.</p> <p>During this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Drawing on knowledge of literary devices from their reading to enhance the impact of their writing</li> <li>• Complete their class reading of the novel 'A Monster Calls'.</li> </ul>	<p><b>End of Unit Assessment:</b> Students will be supported in planning their response prior to the full assessment where they will write about Conor's journey after the novel. Students will be able to utilise feedback from the previous mini assessment to support their completion of the extended response.</p> <p><b>Assessment Objective 5a and b:</b> Effective use of language and structure in order to create an engaging piece that adheres to the conventions of the dystopian genre.</p> <p><b>Assessment Objective 6:</b> Technical accuracy</p>	<ul style="list-style-type: none"> <li>• Planning and writing creative responses in response to an image (GCSE style AQA Language P1Q5: <a href="https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2019/november/AQA-87001-QP-NOV19.PDF">https://filestore.aqa.org.uk/sample-papers-and-mark-schemes/2019/november/AQA-87001-QP-NOV19.PDF</a>)</li> <li>• Grammar, punctuation and spelling activities.</li> </ul> <p><b>Optional homework tasks and Literacy resources:</b></p> <ul style="list-style-type: none"> <li>• Once you have finished your class reading of 'A Monster Calls' you may wish to watch the film.</li> <li>• <a href="https://ukhosted90.renlearn.co.uk/3280294/">https://ukhosted90.renlearn.co.uk/3280294/</a></li> <li>• Reading widely around the topic: <ul style="list-style-type: none"> <li>- 'Goodnight Mister Tom' by Michelle Magorian</li> <li>- 'The Velveteen Rabbit' by Margery Williams</li> <li>- 'The Secret Garden' by Frances Hodgson Burnett</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Reflect on the effectiveness of their writing using the assessment objectives.</li> </ul>		
<b>SPRING INTERNATIONAL SCHOOLS</b>	<p>Students will have the opportunity to show how much they have learnt from lessons and homework about the culture in Mumbai through the creation of their own stories including a villain and hero.</p> <ul style="list-style-type: none"> <li>• Create a plot line which contains their character and one sent over from our partner school.</li> <li>• Create a setting which their plot will take place, this will be somewhere in Mumbai.</li> <li>• Use a range of literacy devices and structural</li> </ul>	<b>N/A</b>	<p><b>Minimum homework expectation - to be set on G4S</b> 30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>• Students to continue to read their book for pleasure</li> <li>• Complete some research into famous spy stories and the typical features they contain so they can use these in their own writing.</li> </ul>



	devices in their writing to make their writing engaging.		
<b>Summer 1</b>	<p><b>Identity and Culture: Reading</b></p> <p>This unit students will be studying poetry from other cultures where they will be making inferences and referring to evidence from the text. Students will be developing their interpretative and analytical skills whilst also showing sensitivity and empathy towards how different cultural experiences can impact one's sense of identity. Students will be taught how to recognising a range of poetic conventions and understanding how these have been used for effect.</p> <p>During this module students will have the opportunity to:</p>	<p><b>Feedback/Action/ Response Marking:</b></p> <p>Students will complete a mini assessment based on a poem they have studied. Students will utilise the WHAT HOW WHY structure for their responses. The question is in the style of: <i>'How does Nichols show the Island Man's feelings'?</i></p> <p><b>End of Unit Assessment:</b></p> <p>Students will complete an extended response in the style of the previous mini assessment. Students will answer a question similar to: <i>'How does Bhatt communicate the speaker's feelings about their cultural identity?'</i></p> <p><b>This assessment will be marked on:</b></p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>• Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week.</li> <li>• Completing Accelerated Reader quizzes on the books they have finished.</li> <li>• Identity and Culture Menu- Students choose at least 1 task from the menu to complete each week. The Peri-o-meter suggests the difficulty of the task.</li> <li>• Quiz on a book they have read on Accelerated Reader.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <ul style="list-style-type: none"> <li>• <a href="https://ukhosted90.renlearn.co.uk/3280294/">https://ukhosted90.renlearn.co.uk/3280294/</a></li> <li>• Complete the Identity and Culture Menu</li> <li>• Continue to read widely around the topic: <ul style="list-style-type: none"> <li>- 'Digging' by Seamus Heaney</li> <li>- 'Presents from my Aunts in Pakistan' by Moniza Alvi</li> <li>- 'Limbo' by Edward Kamau Braithwaite</li> <li>- 'Hurricane Hits England' by Grace Nicholls</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Read a range of poems with a wide range of historical contexts.</li> <li>• Practise making inferences and referring to evidence in the text.</li> <li>• Develop strategies to approaching unseen poems.</li> <li>• Grow their ability to use the WHAT HOW WHY structure to an extended response</li> </ul>	<p><b>Assessment Objective 1:</b> Response to task and using references in response.</p> <p><b>Assessment Objective 2:</b> Explaining writer’s methods using subject terminology, and discussing their effects to create meaning.</p> <p><b>Assessment Objective 3:</b> Make contextual links between context, text and task.</p>	
<b>Summer 2</b>	<p><b>Identity and Culture: Writing</b></p> <p>This scheme moves towards a travel writing focus, introducing students to persuasive features and other elements of rhetoric. The focus this half term is non-fiction extracts and students will increase their knowledge</p>	<p><b>Feedback/Action/ Response Marking:</b> Students will complete a mini assessment of non-fiction writing on a persuasive paragraph which promotes the holiday destination of their choice.</p> <p><b>End of Unit Assessment:</b></p>	<p><b>Minimum homework expectation - to be set on G4S</b> 30 minutes of compulsory homework per week that will include:</p> <ul style="list-style-type: none"> <li>• Students are to read a book of their choosing (using their ZPD score generated from the Accelerated Reader Programme) for a minimum of 15 minutes every week.</li> <li>• Completing Accelerated Reader quizzes on the books they have finished.</li> <li>• Students will research a holiday destination of their choice and prepare facts/ statistics which will support their writing.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <ul style="list-style-type: none"> <li>• <a href="https://ukhosted90.renlearn.co.uk/3280294/">https://ukhosted90.renlearn.co.uk/3280294/</a></li> </ul>

	<p>of how writers adapt their writing for purposes, forms and audiences. Students will also continue to develop their spoken English skills- participating in formal debates and structured discussions.</p> <p>On this unit students will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Develop their skills in summarising material, and supporting ideas and arguments with any necessary factual detail.</li> <li>• Practise writing non-fiction responses with appropriate devices.</li> <li>• Build their skills with speaking in front of peers.</li> </ul>	<p>Students will use their feedback from the mini assessment to complete an extended response to the task: 'Create your own travel brochure for Salem, where you turn the negatives into positives'.</p> <p><b>Assessment Objective 5a and b:</b> Effective use of language and structure in order to create an engaging piece that adheres to the conventions of the dystopian genre.</p> <p><b>Assessment Objective 6:</b> Technical accuracy</p>	<ul style="list-style-type: none"> <li>• Practice reading a speech at home.</li> <li>• Try to vary your reading by taking on the challenges below: <ul style="list-style-type: none"> <li>- Read a book that was written in the year you were born.</li> <li>- Read your best friend's favourite book.</li> <li>- Read a book that an adult you admire loved when they were little.</li> </ul> </li> </ul>
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<p><b>SUMMER INTERNATIONAL SCHOOLS</b></p>	<p>Pupils will analyse the stories from the partner school to determine how our culture is presented to others. They will consider what they attached to our culture and if they view this as accurate.</p> <ul style="list-style-type: none"> <li>• Pupils will now create their own character which they believe represents their own culture</li> <li>• They can be creative in order to show what is important to them</li> <li>• They will then use their skills for speaking and listening and present their characters to the class and explain why they have made those choices.</li> </ul>	<p><b>N/A</b></p>	
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**C**ommitment, **O**ppportunity, **R**espect & **E**xcellence  
for all and in all that we do