



## English Curriculum Plan Overview

### Year 7 JWh

Term	Topic	Learning	Pathway Links	How can parents' best support	Key vocabulary
<b>Autumn 1</b>	<b>Making a Difference  Transition Unit</b>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Group work</li> <li>● Extended Writing</li> <li>● Form, style and register</li> <li>● Transactional Writing</li> <li>● Creating a charity.</li> </ul>	<p><u>GCSE English Language</u></p> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO5</u></p> <ul style="list-style-type: none"> <li>● Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Talk to your children about charities.</p> <p>Discuss any charities you support.</p> <p>Encourage your child to independently research charities to understand their purpose and target audience.</p>	<p>charity</p> <p>non-fiction</p> <p>persuasive</p> <p>flyer</p> <p>letter</p> <p>emotive</p>
<b>Assessment:</b>	<b>Persuasive Writing: Give a Dog a Home (AO5, AO6)</b>				

<p><b>Autumn 2</b></p>	<p><b>Alter Egos</b></p> <p><b>Skills for Writing</b></p>	<ul style="list-style-type: none"> <li>• Narrative viewpoint</li> <li>• Tension and pace</li> <li>• Building detail</li> <li>• Writing a crisis piece</li> </ul>	<p>GCSE English Language</p> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO5</u></p> <ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Discuss personality characteristics both positive and negative.</p> <p>Watch films with alter egos e.g. Superman.</p>	<p>alter-ego adjective simile synonym adverb tension pace comic strip</p>
<p><b>Assessment:</b></p>	<p>Writing a story about an Alter Ego (AO5, AO6)</p>				
<p><b>Spring 1</b></p>	<p><b>19th Century Fiction and Non-fiction</b></p>	<ul style="list-style-type: none"> <li>• Analysis of language and structure 19<sup>th</sup> century fiction and non-fiction texts by Charles Dickens</li> <li>• Identifying form style and register</li> <li>• Evaluating and comparing</li> </ul>	<p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers,</p>	<p>Watch any modern films based on texts written in 19<sup>th</sup> century e.g. A Christmas Carol, Water Babies.</p> <p>Encourage your child to research who Charles Dickens is, books he wrote.</p>	<p>Dickens Oliver Twist Victorian evaluate compare</p>

		<ul style="list-style-type: none"> <li>• Synthesising texts</li> </ul>	<p>using relevant subject terminology to support their views</p> <p><u>AO3</u></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Discuss and research what life was like in the 19th century.</p>	
<b>Assessment:</b>	<b>Evaluation and Comparison - Two texts surrounding harsh conditions found in Victorian prisons. (AO1, AO3)</b>				
<b>Spring 2</b>	<p><b>Writing the World</b></p> <p><b>Skills for Writing</b></p>	<ul style="list-style-type: none"> <li>• Describing Nature</li> <li>• Comparison of the natural world</li> <li>• Identifying Key language features</li> <li>• Designing a campaign of involvement of others</li> </ul>	<p><u>GCSE English Language</u></p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO5</u></p> <ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> </ul>	<p>Talk to your children about the world around them.</p> <p>Watch Wildlife Documentaries.</p> <p>Discuss and model recycling at home.</p>	<p>natural world</p> <p>documentary</p> <p>adjective, adverb, simile, adverb, coordinating conjunction</p> <p>pace</p> <p>emphasis</p> <p>description</p> <p>explicit and implicit</p>

			<ul style="list-style-type: none"> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><u>AO8</u></p> <p>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p>		
<b>Assessment:</b>	<b>Descriptive Writing of a natural feature (AO5, AO6)</b>				
<b>Summer 1</b>	<b>William Shakespeare's Romeo and Juliet</b>	<ul style="list-style-type: none"> <li>Discovering characters through language</li> <li>Exploration of dramatical impact</li> <li>Exploration of themes of Love/Hate</li> <li>Study of Shakespeare's portrayal of ideas</li> </ul>	<p><u>AO1</u></p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO3</u></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Discuss - What is a play?</p> <p>Discuss - Who is William Shakespeare?</p> <p>Encourage your child to research plays written by William Shakespeare.</p>	<p>Shakespeare drama character role plot themes tragedy comedy explicit implicit evidence influence compare perspective</p>

Assessment:	Book Review, Transactional Writing (AO5, AO6)				
<p><b>Summer 2</b></p>	<p>End of year exams and preparation</p>	<ul style="list-style-type: none"> <li>● Revisiting reading/writing skills</li> <li>● Decoding of exam questions</li> <li>● Practise exam questions</li> <li>● Pearson/Edexcel end of Year 7 English Exam:               <ul style="list-style-type: none"> <li>- Paper 1 Fiction</li> <li>- Paper 2 Non-Fiction</li> </ul> </li> </ul>	<p>GCSE English Language</p> <p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Identify and interpret explicit and implicit information and ideas</li> <li>● Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO3</u></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO4</u></p> <p>Evaluate texts critically and support this with appropriate textual references</p> <p><u>AO5</u></p> <ul style="list-style-type: none"> <li>● Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> </ul>	<p>Talk about exam stress with your child.</p> <p>Discuss strategies to deal with the pressure of exams.</p> <p>Discuss with your child the importance of exams.</p>	

			<ul style="list-style-type: none"> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>		
<p><b>Novel:</b> <b>“Once” by</b> <b>Morris</b> <b>Glietman</b></p> <p><b>Class</b> <b>Reader</b></p>	<ul style="list-style-type: none"> <li>Understanding idioms.</li> <li>Discursive writing.</li> <li>Character analysis.</li> <li>Inference and deduction.</li> <li>Identifying characters and their problems.</li> <li>Letter writing.</li> </ul>	<p><u>AO1</u></p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO4</u></p> <p>Evaluate texts critically and support this with appropriate textual references</p> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p><u>AO9</u></p>	<p>Talk to your child about what difference is.</p> <p>Talk with your child about what makes a good friend.</p>	<p>novel</p> <p>temes</p> <p>characters</p> <p>compare</p> <p>point of view</p> <p>inference</p> <p>implicit and explicit</p> <p>evaluate</p> <p>describe</p> <p>presentation</p>	

			Use spoken Standard English effectively in speeches and presentations		
<b>Assessment:</b>	<b>Pearson EOY Exam</b>				