

Jesmond Park Academy, English Long Term Plan

Year 7 Topics

In year 7 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Identity and My Place in the World					
Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
Mastery Writing	Grammar content includes: writing in complete and full sentences; identifying the action and verb; subject-verb agreement for 'to-be', regular and irregular past simple verbs, avoiding fragments; avoiding fused sentences; using capital sentences accurately; using pronouns; sentence structure; paragraphing; speech punctuation. Writing content includes: writing to demonstrate comprehension (e.g. summary writing); opening a story, writing to describe images, writing with no visual prompts, structuring a story.				
HT1 Journeys in words: Non-fiction and Autobiographical Writing	Students will begin the year with a focus on non-fiction, autobiographical writing, to explore the key theme of identity and personal experience. There will be a substantial focus on literacy and structure, to build their confidence and competence in writing. This unit offers students the opportunity to validate their own experiences and stories	- Conventions of biographical and autobiographical writing drawn from a range of eras - Conventions of sub-genres: travel writing, diaries, memoirs, semi-autobiographical, blogs, speeches and journals	- Non fiction - Ethos/pathos/logos - Autobiography - Atmosphere - Identity 2nd person pronouns - Rhetorical question - Sensory imagery	Writing - write accurately, fluently, effectively and at length through stories, scripts, poetry and other imaginative writing. Writing - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.	- Roald Dahl day - International Literacy Day - National Poetry Day

	from their own lives. Students will be introduced to the structures and conventions of autobiographies and biographies and will be equipped with the knowledge to present personal accounts in an accurate and structured way considering different audiences and purposes Using stories from local author David Almond's <i>Half a Creature from the Sea</i>, the unit also aims to teach our vast range of international/EAL students about 20th century life in Newcastle, as well as educating local students about the life of their parents & grandparents.	• Different autobiographical forms e.g literary non-fiction, reportage • Writing for a range of different audiences including writing/speaking formally and informally.		• Writing - plan, draft, edit and proofread. • Grammar and Vocab - study the effectiveness and impact of grammatical features of the texts they read. • Spoken English - using SE confidently in a range of formal and informal contexts, including classroom discussion.	
HT2 The power of nature: poetry study	To reconnect our urban students with the natural world, we will study a selection of poems on the theme of nature. In an attempt to broaden students' exposure to a range of poets from the literary canon, students study Wordsworth's Lucy Gray and Daffodils as well as some more modern depictions of nature	• The Romantics - context. • Recognising a range of poetic conventions and understanding how these have been used. • Knowing the purpose, audience for and context of the writing and drawing	• symbol/symbolism • connotation • Inference • authority/authoritative • Renew/renewal • spiritual • Transform/transformative	• Reading - develop an appreciation and love of reading through poetry. • Reading - read critically through recognising a range of poetic conventions and understanding how these have been used.	•

	through poetry. Students will begin with an in-depth study of the Romantics, looking at key poetic forms such as sonnets, ballads and odes to provide a solid grounding for future poetry study. Introduction to poetic forms also offers the chance for creative writing, as students write their own poems and descriptive pieces based on the poems analysed.	on this knowledge to support comprehension		● Reading - making critical comparisons across texts. ● Writing - well structured formal expository and narrative essays. ● Writing- plan, draft, edit and proofread. ● Grammar and vocab - using SE confidently in their own writing and speech. ● Grammar and vocab - confident use of linguistic and literary terminology	
HT3 Shakespeare study: 'A Midsummer Night's Dream'	Students will build upon their knowledge of Shakespeare from KS2. They will be introduced to the key conventions of comedy as well as developing their understanding of the Elizabethan era. The play provides a light-hearted introduction to ideas about power and patriarchy, as well as gender, love and the supernatural. The play also familiarises students with the importance of order and disorder in Shakespeare plays, as well his use of dreams and magic. The themes and	● Conventions of a Shakespearean comedy. ● Conventions of stagecraft. ● Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.	● stagecraft ● patriarchy ● illusion ● ethereal ● comedy ● disorder ● hierarchy	● Reading - develop an appreciation and love of reading through Shakespeare. ● Reading - understand increasingly challenging texts through checking their understanding to make sure what they have read makes sense. ● Reading - read critically through understanding how the work of dramatists is communicated effectively through performance.	● Opportunity to watch a play in performance. ● Opportunities to perform play. ● World Book Day.

	concepts covered in year seven provide a foundation for the teaching of <i>Romeo & Juliet</i>, <i>Macbeth</i> and <i>Othello</i> in years 8 - 13.	- Elizabethan context. - Patriarchy. - The Great Chain of Being.		Grammar and vocab - studying the effectiveness and impact of the grammatical features of the texts they read. Spoken English - improvising, rehearsing and performing play scripts.	
HT4 The Gothic Genre	The texts offer an introduction to 19th century literature. A range of gothic texts, such as Poe's <i>The Tell-Tale Heart</i> introduce students to the idea of rhetoric and the unreliable narrator. Students develop their understanding of the gothic genre by closely studying how writers use structural techniques to build tension and suspense. This unit provides students with a foundation in the concept of the guilt-ridden protagonist, which prepares them for KS4 texts such as <i>Macbeth</i>. The notion of insanity can be explored in more depth through 19th & 21st century extracts – offering a brief introduction to the idea of	19th century context. - Conventions of short stories. 19th century gothic genre. - Narrative voice and narrative reliability. 19th century attitudes to madness.	- Gothic - Shrouded - Melancholy - Ominous - Furtive/furtively - Sinister - vex/vexed	Reading - develop an appreciation and love of reading through 19th century literature. Reading - understand increasingly challenging texts through knowing the purpose, audience and context. Reading - read critically through studying at least two authors in depth each year. Writing - summarising and organising material, supporting ideas and arguments with any necessary factual detail. Writing - applying their knowledge of grammar, vocab, and text structure	

	comparing writers' perspectives.			to their writing and selecting the appropriate form. ● Grammar and vocab - using SE confidently in their own writing and speech. ● Spoken English - give short speeches and presentations, expressing their own ideas and keeping to point.	
HT5 and HT6 Novel Study: The Bone Sparrow	Having spent the year considering their own place in the world and the gothic genre, the novel 'Bone Sparrow' encourages students to look beyond their local surroundings to consider more complex ideas about injustice and inequality in the wider world. Students will build upon their understanding of character and narrative voice to understand how writers establish time, setting and place. Students will spend the full term studying this novel to read it fully and to appreciate it in depth. They will also study a selection of non-fiction	● Conventions of a prose novel. ● Context - Refugee crisis, Australian detention centres. ● Context - readers respond to texts in different ways/layers of meaning. ● Types of narrators and dual narratives. ● How setting contributes to theme. ● Conventions of spoken debate. ● Conventions of writing to argue - introduce agreed	● Escapism ● Humanity ● Compassion ● Morality ● Empower ● Culture ● Heritage	● Reading - develop an appreciation and love of reading, and read increasingly challenging material through seminal world literature. ● Reading - understand increasingly challenging texts through knowing the purpose, audience and context of the writing. ● Reading - read critically through studying setting, plot, characterisation and the effects of these. ● Writing - write accurately, fluently effectively and at length through a range of other narrative and non-	

	material relating to the key themes and ideas within the novel. Students will then complete a piece of fiction writing, building upon the descriptive and informative writing skills developed at Y7, relating to the themes in the novel.	structure for writing to argue		narrative texts, including arguments. ● Writing - applying their growing knowledge of vocab, grammar and text structure to their writing and select the appropriate form. ● Writing - plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended. ● Grammar and vocab - study the effectiveness and impact of the grammatical features of the texts they read. ● Spoken English - use SE confidently in a range of formal and informal contexts, including classroom discussion.	
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