

## Curriculum Overview: English Language FE/SE Year 7

YEAR 7 Group					
	Autumn 1 (Sept – Oct)	Autumn 2 (Nov – Dec)	Spring 1 (Jan – Feb)	Spring 2 (Mar – Apr)	Summer (May – Jun)
<b>Topic Title</b>	Unit 1: In Search of Adventure	Unit 2: The Identity Kit	Unit 3: Out of this World	Unit 4: Travellers' Tales	Unit 5: Making the News
<b>Key Skills and Content</b>	<ul style="list-style-type: none"> <li>• The Hero's Journey</li> <li>• The Call to Adventure</li> <li>• Comic-book Heroes</li> <li>• Polar Explorers</li> <li>• Unexpected Encounters</li> <li>• Survival Skills</li> <li>• At the Extremes</li> <li>• Worth the Risk?</li> </ul>	<ul style="list-style-type: none"> <li>• What's in a Name?</li> <li>• Childhood Revisited</li> <li>• Who We Would Like to Be</li> <li>• How Other People See Us</li> <li>• How Other People Judge Us</li> <li>• Collective Identity</li> <li>• Describing Other People</li> <li>• Family and Identity</li> </ul>	<ul style="list-style-type: none"> <li>• What is Science Fiction?</li> <li>• Frankenstein's Monster</li> <li>• Science and Humour in Science Fiction</li> <li>• Robot: Friend or Foe?</li> <li>• Cloning: Cool or Cruel?</li> <li>• Aliens!</li> <li>• The End of the World?</li> <li>• Superheroes</li> <li>• New Worlds</li> </ul>	<ul style="list-style-type: none"> <li>• First Impressions</li> <li>• Expect the Unexpected</li> <li>• Home Comforts</li> <li>• Exotic Tastes</li> <li>• A Remote Meeting</li> <li>• A Scary Moment</li> <li>• Tall Tales</li> </ul>	<ul style="list-style-type: none"> <li>• Who Makes the News?</li> <li>• Choosing the News</li> <li>• Explaining the Issues</li> <li>• Picture Power</li> <li>• The Language of News</li> <li>• News in Vision</li> <li>• Reading the News</li> <li>• Writing the News</li> <li>• Breaking News:</li> </ul>

		<ul style="list-style-type: none"> <li>• Respect and Influence</li> </ul>			
<b>Summative Assessment</b>	<p>Analyse how the poet uses poetic language for effect in a P.E.E.L response</p> <p>Write an e-mail to the Headteacher in order to recommend a story extract for a Year 6 transition assembly</p>	Annotate and analyse a poem	Write the opening of a sci-fi story about a dystopian world	Write your own travel guide entry using a range of persuasive techniques	Write a feature article
<b>Year 7 Homework Projects</b>	<p><b>Create a comic Strip: Fone Bone</b></p> <p><b>Role play: Create an adaptation of an extract</b></p>	<p><b>Write a poem inspired by K. Tempest's "My Shakespeare"</b></p> <p><b>Create your own slam poems</b></p>	<p><b>Create the script for a role play activity on Dr Who</b></p> <p><b>Write a science fiction anthology entitled "Robot Riots" and create the illustrations</b></p>	<p><b>Create a travel podcast</b></p> <p><b>Create your own island and present it in class</b></p>	<b>Create and present your own news bulletin</b>

Curriculum Overview: English Literature Year 7 FL/SL

YEAR 7 Group					
	Autumn 1 (Sept – Oct)	Autumn 2 (Nov – Dec)	Spring 1 (Jan – Feb)	Spring 2 (Mar – Apr)	Summer (May – Jun)
<b>Topic Title</b>	'Frozen in Time'	'Frozen in Time'	'Tightrope'	'Sky Hawk'	'Sky Hawk'
<b>Key Skills and Content</b>	<ul style="list-style-type: none"> <li>• Recognizing elements of story genre</li> <li>• Establishing character</li> <li>• Setting context</li> <li>• Historical and Cultural Context</li> <li>• Plot devices and language</li> <li>• Themes</li> </ul>	<ul style="list-style-type: none"> <li>• Historical and political context</li> <li>• Humour and Tension</li> <li>• Conventions</li> <li>• Building Tension and Suspense</li> <li>• Story Climax and Denouement</li> <li>• Themes</li> </ul>	<ul style="list-style-type: none"> <li>• First impressions</li> <li>• Introduction to setting and characters</li> <li>• Building the Plot</li> <li>• Developing characters</li> <li>• Imagery and themes</li> <li>• Narrative structure</li> <li>• Plot development</li> <li>• Following the evidence</li> <li>• Twist in the plot</li> <li>• Piecing together the truth</li> <li>• Climax and ending</li> </ul>	<ul style="list-style-type: none"> <li>• Effective opening/settings</li> <li>• Developing character / Exploring relationships</li> <li>• Using verbs and adjectives in descriptive writing</li> <li>• Themes of nature and conservation</li> <li>• Developing characterisation</li> <li>• Iona's Death and Pathetic fallacy</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to use of technology</li> <li>• Tension and crisis</li> <li>• Recreating a news interview</li> <li>• Writer's Craft</li> <li>• The ending</li> <li>• Review: A wide perspective</li> </ul>

			<ul style="list-style-type: none"> <li>Personal reflections</li> </ul>		
<b>Summative Assessment</b>	Write a diary extract pretending you are either Freddy or Polly	Write a letter to your 50-years-in-the-future self	<p>Write a monologue to explain how Ashley is affected by the stalker</p> <p>Write a book review of 'Tightrope'</p>	Create a role-play between Iona and her mother	Write one more chapter of the book
<b>Projects</b>	<p>Create a secret agent's dossier</p> <p>Create 'Freddy and Polly's first day at school' comic strip</p>	Create 'My Own Time Capsule'	Write your name in calligraphy graffiti art	Create 'My Sustainable Future Dream Tree House'	Create a proposal on 'Green events'