

Year 7 Over-arching theme: giving an account of experiences, in different contexts

	Autumn 1 - Myths and Fables	Autumn 2 - Author Study - William Blake	Spring 1 - Story telling
	Core texts: 'Beowulf' through the ages (timeline), modelling critical analysis. Exercise books should be used to record responses to reading.	Core texts: anthology of poems from 'Songs of Innocence' and 'Songs of Experience', plus non-fiction texts.	Core texts: Opening Worlds
	Essential activities: impact of context on myths;	Essential activities: Homework project about Blake - context (place, class politics) and contemporaries. Let's Think activities considering Blake's artwork. Hwk/Competition? Write a poem about Leicester?	Essential activities: 6 story types - evaluation of own reading using 6 types.
	Let's Think: The Bridge; Brothers; Sea	Let's Think: Poetry or Prose; Two Ballads; Miller's End	Let's Think: Bridge openings; Sredni Vashtar; Tickets
	Assessment: Write a description of a hero. Consider comparing two myths.	Assessment: Influence of place in 'London'	Assessment: Develop one of the six types of story. Class to vote for favourites to be put forward for a Year 7 Anthology?
	HPA: Reading myths and fables in their original form (for example, Beowulf) and comparing to modern adaptations.	HPA: Compare Blake's 'London' to Wordsworth's 'Composed upon Westminster Bridge.'	HPA: Considering and evaluating intertextuality in stories, especially those in Opening Worlds textbook.
Key vocab.	myth, legend, fable, hero, villain, antagonist, protagonist, masculinity, moral, creation myths, extended metaphor, vivid, emotive language, empathy, viewpoint	form; structure; stanza; rhythm; symbolism; metaphor; rhyming couplets; meter; abstract nouns; context	setting; tone; semantic field; pathetic fallacy; protagonist; viewpoint; exposition; tension; climax; cliffhanger; story arc; narrative; plot; resolution
Key content	Use similes (or other figurative language) Show not tell in description using varied imagery for effect Use a variety of sentence structures to achieve effects consistently and to sophisticated effect	Select own quotations from core text Explain quotations from core text Explain effect of imagery (personification, simile, metaphor) Develop layered analysis (pointing out more than one technique, alternative interpretations) Evaluate impact of writer's choices	Write narratives with clear sequential structure Use alliteration Describe settings, characters and atmosphere in narrative writing Use varied punctuation for sophisticated effect Vary paragraphs for effect eg one sentence paragraphs

Spring 2 - Reportage	Summer 1 - Personal Writing	Summer 2 - Author Study - Shakespeare
Core texts: Current examples, media & non-fiction textbooks; EMC	Core texts: anthology of non-fiction diaries etc through the ages (e.g. Pepys? Mass Observation Records? War letters (KS3 EMC textbook)	Core texts: sonnets and AMSND
Essential activities: exploring bias; changing reportage over time e.g reporting on War from Charge of Light Brigade onwards	Essential activities: analyse TAP - focus on changing language/ social conventions over time. context. How does personal writing for self differ from that for publication	Essential activities: exploring staging and context. Performance of sonnet. iambic pentameter and its value v prose
Let's Think: Spit Nolan; Open Window; Shaun Tan	Let's Think: Clock Tower; Dog, Baby, Cat	Let's Think: Mama Dot; This is just; Decisions; Paula Brown's New Snow Suit
Assessment: split task. One paragraph neutral writing to inform, one paragraph biased. Possible topic overcoming challenges.	Assessment: piece of personal writing about a significant event	Assessment: Writing to advise - importance of studying/performing Shakespeare and other classic culture today (broaden out to cultural experiences)
HPA: Read broadsheet articles independently for homework and write their own broadsheet report.	HPA: Use sophisticated literary techniques (such as anecdotes) for effect.	HPA: Use critical interpretations in the assessment to support their arguments.
quotation; purpose; impact; modal verbs; structure; rhetorical questions; imperatives; direct speech; reported speech	signposts; connectives; cohesion; anecdote; voice; parenthesis; tone	blank verse; iambic pentameter; quatrain; structure; aside; soliloquy;
For biased writing: Use statistics or numbers (or other persuasive devices) Use a rhetorical question (or other persuasive devices) For both: Use form and structure to suit purpose and audience Use higher level connectives (moreover, furthermore, additionally)	Organise paragraphs around a theme Organise an extended piece of writing into paragraphs for cohesion, clarity and effect eg flash back in narrative Start sentences in varied ways: verbs, similes, subordinate clauses to achieve specific effects in non-fiction writing.	Use modal verbs and adverbs to indicate degrees of possibility. Develop paragraphs with increasing detail and illustrative points Link ideas across paragraphs using adverbials of time Use complex sentences (and use simple connectives). Use subordinate clauses at the start, embedded clauses and subordinate clauses at the end of sentences.