

Year 7 Course Outline

*To include 1 hour focused reading lesson

Term	Topic of Study	Key Skills for Teaching	Knowledge	Assessment/s	Resources may include:
HT1 Aug - Oct	<p>Aspirations transition Baseline Writing Assessment Growth Mindset Writing – 3 wks</p> <p>Reading Gothic Scheme - new</p>	<p>Communicate clearly, effectively, and imaginatively, adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, structural and grammatical features Range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. A05 A06</p> <p>AO1 Read, understand and respond to texts. • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. PEAZER AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology. AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. A01 A02 and A04</p>	<p>Growth mindset and metacognition Metacognitive strategies for learning</p> <p>Teach plot, characters, themes and ideas, gothic genre, how to read an extract and select the best quotes; analysis and how to use PEA(ZER) to structure answers. Teach how to respond in exam conditions using extract and PEA (ZER)</p>	<p>NFER reading Spelling Baseline writing By end Aug</p> <p>Extract response End Oct</p>	<p>Growth Mindset 3 weeks bridging unit inc baselines Ppt</p> <p><i>Lone Wolf and Wolf on the Run</i>– Alan Gibbons</p> <p>Abridged versions of Bram Stoker’s ‘<i>Dracula</i>’ and Mary Shelley’s ‘<i>Frankenstein</i>’</p> <p>Reading Comprehension A01: Dahl’s ‘Lamb to the Slaughter’; ‘The Landlady’; or ‘<i>Lone Wolf</i>’ and ‘<i>On the Run</i>’ Paul Gibbons; ‘<i>Tunnel of Terror</i>’ by Barry Hutchinson. Rainbow Reading.</p>
HT2 Oct - Dec	<p>Non-fiction writing Bullying Giving a viewpoint Spoken language Bullying Scheme Speech on bullying</p>	<p>Transactional writing – persuasive speeches AFORESTRIP Language to persuade, advise, inform Structure of a speech including use of formal CONNECTIVES A05 A06 Pantomime -</p>	<p>Social media Reasons for bullying Mental health issues Diversity</p>	<p>Writing assessment Speech on bullying Spoken Language By mid Dec</p>	<p><i>The Island</i> by Armin Greder Reading Comprehension A01: <i>The Terrible Fate of Humpty Dumpty</i> play or <i>Bill’s New Frock</i> play</p>

<p>HT3 Jan - Feb</p>	<p>Reading – response to poetry Theme – nature and the city</p>	<p>Terminology and word classes, themes, structure and form Structure of response – PEAZER and higher ability can be taught how to use TPMLSE ; Lower ability may only be able to do PEA A01 A02 and A03</p>	<p>Basic intro to The Romantics Poetic Techniques Contemporary poetry Wordsworth/Tennyson/Corbett</p>	<p>Reading - response to poem By 5th February</p>	<p>Wordsworth - <i>Daffodils</i> and Tennyson's <i>The Eagle</i> 'City Jungle' - Pie Corbett, Reading Comprehension AO1: Narrative poems, Alfred Noyes <i>'The Highwayman'</i></p>
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<p>HT4 Mar - Apr</p>	<p>Non- fiction Writing Climate Change</p>	<p>Transactional writing – formal persuasive letter writing Writing in formal standard English Ambitious vocabulary, punctuation, connectives Paragraphing, Varying sentence structures Explain opinions supported by evidence AFOREST DRIP techniques Structure of a formal letter A05 A06</p>	<p>Non-fiction articles EG: The environment – the impact of humans on the natural world both in the UK and worldwide. Climate change and pollution with specific focus on deforestation Individual responsibilities to the world; rainforests</p>	<p>Transactional writing Letter Mid April</p>	<p>Non- fiction scheme Reading comprehension: Reading Comprehension AO1: Non-fiction articles – Reimagine + articles on climate change such as Greta Thunberg; David Attenborough; Bear Grylls; Steve Backshall; <i>'Take a Last Look'</i> – Terry Nutkins</p>
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<p>HT5 Apr - Jun</p>	<p>Reading - Introduction to Shakespeare -The Tempest</p>	<p>Introduction to Elizabethan/Jacobean theatre and society The Globe theatre Understanding context, plot, character, themes- <i>The Tempest</i> Sonnet form – 'Shall I compare thee' Identifying, analysing quotes Use of PEAZER A01 A02 and A04</p>	<p>Jacobean theatre and England Role of women Colonialism Shakespearean Sonnet form Poetic techniques</p>	<p>Reading response By mid Jun</p>	<p>Intro to Shakespeare- ppt Character work from plays <i>The Tempest</i> work The Sonnet Unit Reading Comprehension AO1: The Historical setting and context; Shakespeare's life; Elizabethan theatre; – articles or fact files on <i>Sonnet 18</i>; Comprehension questions</p>
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HT6 Jun – Jul	<p>Reading – character analysis Novel/extracts/short stories</p>	<p>AO1 Read, understand and respond to texts. • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. PEAZER</p> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology.</p> <p>AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>A01 A02 and A04</p>	<p>Relevant to themes of text being taught – growing up, illness and suffering, gender, mythology, social class, race, discrimination, etc.</p>	<p>Reading/Writing to suit targets of classes</p>	<p><u>Reading Comprehension</u> AO1: – Typical novels studied: <i>Percy Jackson and the Lightning Thief</i> <i>Gruesome Grange</i> <i>The Switch</i> <i>A Monster Calls</i> <i>Alex Ryder: Stormbreaker</i> <i>Read on: The Passenger</i> Dan Tunstall; <i>The Return of Frankie Stein</i>, Barry Hutchison; <i>Spies</i>, Mike Gould; etc</p>