There will be an interim assessment in each units; strengths and areas for development will be identified.

Yr7 English at LHS

Lancaster High School

Assessment 1, September:
Baseline writing
NGRT
Recount writing

1. Young voices

You are at the beginning of your journey in English here at Central. Starting high school and finding yourselves as the youngest can make it feel like your **voices** aren't heard. In this unit, we will look at some truly inspirational young people who have spoken out and shared their **experiences**. We focus on Malala Yousafzai's **autobiography**, in which she shares how she nearly died standing up for her right to have an education. We will **analyse** how she uses her **influence** to fight to ensure that people around the **world** get to experience education, which we may sometimes take for granted. We will also use **writing** to explore our own experiences so far.

Year 7

Half term 1

2. The influence of Literature: Richard III

Shakespeare's **influence** on our culture and language is massive. Through his **dramatised** version of the rule of Richard III, he changed the way the real king was viewed for centuries.

Richard, in this **play**, is a fantastic fictionalised character. He is a pure villain with no redeeming qualities. Shakespeare masterfully shows his ruthless ambition, insidious scheming and shrewd intelligence. Despite knowing what happens to him in the end, Shakespeare is able to make his inevitable downfall exciting as well as shocking. There really is nothing Richard won't stoop to in order to gain and keep the crown. We will **analyse** how Shakespeare uses language and how **plays** are crafted to entertain.

Half term 2

Assessment 2, December:
Analysis of how Shakespeare presents a character.

Assessment 3, February:
Analysing gothic conventions in a text and writing a gothic description.

Half term 3

3. Exploration of the gothic genre

The **gothic** genre has been one which was established in the 18th century but which is still popular today. **Gothic** elements can regularly be seen in popular culture today, from books to films to video games, and this proves that it is a genre which never goes out of fashion. Looking at how the genre originated, developed and was adapted over time is a perfect way to explore how genre **conventions** are used and adapted in **fiction**. Appreciating how the different **conventions** are used for effect can also help us, as **writers**, to **craft** our own texts.

Half term 4

Assessment 4, March:
Analysing how tension is created in the novel.

4. Adventure from another world: Trash

Literature has the power to entertain but also to teach us about the **wider world**. The 2010 novel, 'Trash', is a truly gripping and pacey **adventure** story about three young boys whose life is forever changed one 'unlucky-lucky day'. It is also an eye-opening glimpse into a very different **world**. The **novel**, though **fiction**, is based on a real place, real issues and real problems. It tells the story of people living lives we cannot imagine, but lives which are the reality for many people in the **world** today. Through literature, we can enter other **worlds**. We will **analyse** how the novel entertains whilst also teaching us about an unfamiliar world.

Assessment 5, May:
Performing a prepared speech

Half term 5

5. Exploring identity: Poetry about place

Where we come from has a huge **influence** on our sense of **identity**. What does this mean if we move? How is British **culture** affected by the fact that people have always moved here from all parts of the world? How do we take the places we have lived with us? We will learn how to read and understand a range of **poems** from different **cultures** and times as well as commenting on the techniques poets use to explore **identity** and place. We will **analyse** how poetic devices are used to share and explain different **identities**.

Half term 6

6. Real Life Heroes

We will look at how **influential figures** of the past and present, from all different **backgrounds** and **cultures**, overcome their hardships, obstacles or societal expectation and use their voice to empower others. Learning about them and shining a light on their achievements will **inspire** us to use our **voice** to make a change.

Assessment 6, July:
End of Year 7 exam, assessing knowledge from all six units.