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| **7** | **Unit 1 Global Identities in the past and present** *Travelling the World* | **Unit 2**  **Telling Tales** *War & Conflict* | **Unit 3  Shakespeare** *Supernatural* |
| **When?** | **Term 1 & 2** | **Term 3 & 4** | **Term 5 & 6** |
| **Why?** | Y7 English begins with an exploration of fiction and non – fiction texts written by authors around the world in the **past and present**. We analyse how writers craft fiction and non- fiction texts to promote and reflect their individual and group identity, whilst considering the role and significance of these texts in the context of societal and global issues. This will provide an opportunity for students to express themselves by creating a group presentation about global issues. Next, Y7 English continues to develop analysis skills through detailed examination of Once. We explore how and why Gleitzman created the novel with consideration of WW2 context. Finally, we will study Shakespeare’s plays focussing on supernatural. We examine how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Also, students will work on debate, intonation, tone, volume, mood, silence, stillness and action to add impact and express their own ideas using Standard English confidently in a range of formal and informal contexts. | | |
| **Concepts:** | | | |
| **Vocab:** | Culture  Environment  Endangered  Species Pollution  Corporation  Impact Voyage  Community  Responsibility | Conflict  Brutality Cacophony  Tumultuous Innocence Cruelty  Obstinate  Suffering  Holocaust  Trench Prisoner Exterminate Enemy  Tactical  Heroism | Comedy  Misogyny  Malapropism  Metamorphosis  Allusions  Mistaken identity  Mechanicals  Changeling |
| **Figurative language:** | Metaphor - making the abstract concrete Symbolism | Similes to create atmosphere | Pathetic Fallacy |
| **Story:** | Engaging openings  Crafting characters Using dialogue effectively  Focus shifts | Using dialogue to move on action  Tension | Foreshadowing  Antagonist |
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| **Argument:** | Ethos, logos, pathos Topic sentences | Developing an opinion | Parliamentary debate |
| **Patterns:** | Similes  Code switching Third person omniscient narrator  Listing | Foreshadowing  Motifs | Façade  Soliloquy |
| **Grammar:** | Noun and noun phrase  Appositive phrase Adjective  Adverb | Verb  Simple sentence | Declarative imperative exclamatory and interrogative |
| **Sentences:** | Triple colon  Anaphora start  So, so, so  Simile start | Where once… now  Tell: Show 3 | Getting worse sentences  Getting better sentences |
| **Skills:** | | | |
| **Speaking and listening**  . | Role play | Individual presentation for World Book Day | Group debate |
| **Writing workshop:** | Blog Speech | Analyse war poetry  Write a letter on orphans | Article Letter |