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| **7** | **Unit 1Global 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 SpeciesPollution Corporation ImpactVoyage Community Responsibility  | ConflictBrutalityCacophony TumultuousInnocenceCruelty Obstinate Suffering  Holocaust TrenchPrisonerExterminateEnemy Tactical Heroism | ComedyMisogynyMalapropismMetamorphosisAllusionsMistaken identityMechanicalsChangeling |
| **Figurative language:** | Metaphor - making the abstract concreteSymbolism | Similes to create atmosphere | Pathetic Fallacy |
| **Story:** | Engaging openingsCrafting charactersUsing dialogue effectivelyFocus shifts | Using dialogue to move on actionTension | ForeshadowingAntagonist |
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| **Argument:** | Ethos, logos, pathosTopic sentences |  Developing an opinion | Parliamentary debate |
| **Patterns:** | SimilesCode switchingThird person omniscient narratorListing | Foreshadowing Motifs | Façade Soliloquy |
| **Grammar:** | Noun and noun phraseAppositive phraseAdjectiveAdverb | VerbSimple sentence | Declarativeimperativeexclamatory and interrogative |
| **Sentences:** | Triple colonAnaphora start So, so, soSimile start | Where once… nowTell: Show 3 | Getting worse sentencesGetting better sentences |
| **Skills:** |
| **Speaking and listening** . | Role play  | Individual presentation for World Book Day  | Group debate  |
| **Writing workshop:** | BlogSpeech | Analyse war poetry Write a letter on orphans | ArticleLetter |