Curriculum Overview:
Year group: 7

What your child will learn each half term:
This overview shows the key topics, skills, and knowledge your child will be learning in English **in Year 7**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning**: The topic or focus for the half term.
- **Key knowledge & skills**: What students should understand and be able to do.
- **How we assess learning**: knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know**: Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge and key skills	How we will assess learning in this unit	Homework	Key vocabulary for this unit
1 & 2	**Trash:** **A Hero's Journey**	Students will: • Understand the features of heroes and the hero's journey. • Explore the Bildungsroman genre and how characters grow and develop. • Analyse how writers present characters through language, actions and dialogue. • Select quotations and use them to support interpretations. • Make inferences and explore the connotations of words and phrases. • Track character development across a text. • Compare different representations of heroism. • Explain the effects of a writer's choices on the reader. • Write analytical paragraphs using evidence and explanation. • Create descriptive and narrative writing using a range of vocabulary, sentence structures and literary techniques. • Structure narratives using Freytag's Pyramid. • Use accurate spelling, punctuation and grammar. • Communicate ideas clearly through discussion, collaboration and formal presentations.	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through discussion, annotation, analytical writing, creative writing and spoken language activities. **GL Assessments** **Reading Assessment** • Analysis of characters, particularly Rat and Raphael, through structured analytical paragraphs. • Selection and use of evidence (quotations) to support interpretations. • Exploration of inference, connotation and	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Infer Interpret Develop Describe Contrast Protagonist Bildungsroman Connotations Narrative Characterisation

			character development. • Assessment of students' understanding of heroism and the Bildungsroman genre. **Writing Assessment** • Descriptive writing tasks based on heroic characters, including Rat, Katniss Everdeen and students' own original heroes. • Development of narrative writing using Freytag's Pyramid. • Assessment of vocabulary, sentence variety, organisation, spelling, punctuation and grammar. • Redrafting and improving work following feedback. **Oracy Assessment** • Contributions to class discussions, debates and collaborative activities. • Use of subject-specific vocabulary when speaking.		

			• Formal group presentation		
3	**Non-Fiction News & Media**	Students will: • Understand how journalists and media writers communicate information, influence audiences and shape opinions. • Understand the importance of audience, purpose and viewpoint in non-fiction writing. • Recognise and evaluate different perspectives presented in news and media texts. • Select relevant evidence and quotations to support ideas. • Identify persuasive and rhetorical techniques used in journalism and media. • Explore how language choices, tone and structure create particular effects on readers. • Make inferences and explain the connotations of words and phrases. • Skim and scan texts to locate key information efficiently. • Evaluate the reliability of information and recognise bias in media texts. • Structure non-fiction writing using clear introductions, topic sentences and logically organised paragraphs. • Develop and communicate a clear viewpoint through article writing. • Use persuasive techniques, including rhetorical questions, facts, opinions and emotive language. • Adapt language, tone and vocabulary for different audiences and purposes. • Plan, draft, edit, proofread and refine writing independently. • Use accurate spelling, punctuation and grammar, including a range of sentence structures. • Present ideas clearly in discussion, interviews and collaborative speaking activities	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through discussion, annotation, analytical writing, creative writing and spoken language activities. **Reading Assessment** • Analysis of news and media texts. • Identification of persuasive techniques, tone, purpose and audience. • Selection of evidence to support interpretations. • Evaluation of viewpoints and bias. **Writing Assessment** • Writing feature articles on contemporary issues. • Application of persuasive writing techniques. • Development of clear structure, organisation and paragraphing.	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Audience Purpose Influence Perspective Evidence Structure Tone Emotive Develop Refine

			• Accurate use of spelling, punctuation and grammar. • Editing, proofreading and improving writing in response to feedback. **Oracy Assessment** • Participation in class discussions and debate. • Role-play interviews and collaborative activities. • Justifying opinions using evidence and reasoning. • Listening and responding thoughtfully to different viewpoints.		
4	**Diverse Voices in Poetry: Identity**	Students will: • Explore how poets present ideas about identity, culture, heritage, community and belonging. • Study a range of poems from diverse voices and traditions. • Understand how personal experiences and perspectives can shape identity. • Develop informed personal responses to poetry using quotations as evidence. • Make inferences and explore the connotations of words and images. • Analyse how poets use language, form and structure to create meaning and effects. • Identify and explain poetic techniques, including metaphor, simile, symbolism, imagery and repetition.	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and teacher assessment. Students receive regular feedback through discussion, annotation, analytical writing, creative writing and spoken language activities. **Reading Assessment** • Analysis of unseen and studied poems.	1 x 60 minutes reading per week. 1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Aspirations Courage Community Culture Heritage Paradise Prejudice Sanctuary Stereotypes Tradition

		• Understand how context influences a writer's ideas and messages. • Compare different viewpoints and experiences presented in poetry. • Develop analytical writing by constructing clear Stage One analysis paragraphs. • Create original poetry inspired by the themes, techniques and styles studied. • Use an increasingly wide and ambitious vocabulary in speaking and writing. • Communicate ideas confidently through discussion, debate and presentations. • Use accurate spelling, punctuation and grammar to support clear written communication.	• Selection and use of quotations to support interpretations. • Exploration of language, imagery, symbolism and poetic techniques. • Analysis of themes, viewpoints and the presentation of identity. • Stage One analytical paragraphs responding to poetry. **Oracy Assessment** • Participation in paired, group and whole-class discussions. • Use of talk stems to develop and justify opinions. • Exploration of personal responses to poetry. • Formal paired presentation reflecting on the significance of the poems and what they reveal about identity		
5 & 6	**A Midsummer Night's Dream**	Students will: • Understand the plot, characters and themes of *A Midsummer Night's Dream*.	Assessment is ongoing throughout the unit and includes self-assessment, peer assessment and	1 x 60 minutes reading per week.	Antagonist Anti-hero Connotations Inference

		• Explore the conventions of Shakespearean comedy, including magic, conflict, confusion and humour. • Analyse how Shakespeare presents Puck as a powerful, magical and mischievous character. • Select quotations and use evidence to support interpretations. • Make inferences and explore the connotations of language. • Track character development and key themes across the play. • Analyse how Shakespeare uses language and dramatic techniques to engage an audience. • Write analytical paragraphs about characters and events in the play. • Create original fantasy and Shakespeare-inspired writing, including scripts and character descriptions. • Use descriptive language, literary techniques and varied sentence structures to create effects. • Develop confidence in discussion, performance and collaborative speaking activities. • Use accurate spelling, punctuation and grammar in reading and writing tasks.	teacher assessment. Students receive regular feedback through discussion, annotation, analytical writing, creative writing and spoken language activities. **Reading Assessment** • Analysis of key scenes from *A Midsummer Night's Dream*. • Exploration of Puck's character and development across the play. • Selection and use of quotations to support interpretations. • Analysis of language, connotations and dramatic techniques. • Understanding of Shakespearean comedy and stagecraft. • Stage One analytical paragraphs exploring Shakespeare's presentation of Puck. **Writing Assessment** • Creative writing inspired by Shakespeare's	1 x writing, vocabulary, or knowledge recall task. To be completed in homework booklets.	Foreshadowing Convention Characterisation Conflict Narrator Genre

			magical world and characters. • Script writing and writing in the fantasy genre. • Development of descriptive writing using characterisation, sensory language and varied sentence structures. • Application of spelling, punctuation and grammar skills. **Oracy Assessment** • Participation in class discussion, debate and collaborative activities. • Reading aloud and performance of scenes. • Use of subject-specific vocabulary when discussing texts. • Justifying interpretations and design choices for original characters. • Group performance of an original scene inspired by the play		