

# (English) Year 7 Long Term Plan

Rationale (with end points):				
Term	Topic	Knowledge	Skills	Reading /wider reading
<b>Autumn term 1</b>	Novel – Narrative Perspectives & Creative Voice	<ul style="list-style-type: none"> <li>Contextual Knowledge – Philippines (Child Labour)</li> <li>Narrative Structure</li> <li>Narrative Voice</li> <li>Themes – poverty, corruption, friendship</li> </ul> <p>Characterisation/ Setting/ Narrative Perspective</p>	<ul style="list-style-type: none"> <li>Analysis of language and structure.</li> <li>Application of Context.</li> <li>Tone/ Narrative Voice</li> </ul> <p>[Complex Activity: Analytical Writing. Writing Genre: Analytical Essay]</p> <ul style="list-style-type: none"> <li>Writing for purpose/ effect</li> </ul> <p>[Complex Activity: Descriptive Writing]</p>	<p><a href="https://docslide.net/documents/trash-chapter-summary-full.html">https://docslide.net/documents/trash-chapter-summary-full.html</a></p> <p><a href="https://andymulligantrash.wordpress.com/trash-characters/">https://andymulligantrash.wordpress.com/trash-characters/</a></p> <p><a href="https://www.actionaid.org.uk/blog/news/2015/01/30/meet-the-kids-scavenging-onrubbish-dumps-to-survive">https://www.actionaid.org.uk/blog/news/2015/01/30/meet-the-kids-scavenging-onrubbish-dumps-to-survive</a></p> <p>Articles – Prisons, Corruption, Dumpsite Poverty, Day of the Dead - Mexico</p>
<b>Autumn 2</b>	Non-Fiction Social Awareness	<ul style="list-style-type: none"> <li>Form/ Audience/ Purpose</li> <li>Persuasive Techniques</li> </ul> <p>Perspective/ Bias</p>	<ul style="list-style-type: none"> <li>Source Analysis - Analysis of language/ structure</li> <li>Evaluation of writer's perspective.</li> <li>Selection and synthesis of information</li> <li>Comparison</li> </ul>	Victorian Prisons / Henry Mayhew

			<ul style="list-style-type: none"> <li>• Use of subject terminology</li> </ul> <p><b>[Complex Activity: Analytical Writing. Writing Genre: Analytical Essay]</b></p>	
Spring 1	Poetry Identity	<ul style="list-style-type: none"> <li>• Language/ Form/ Structure</li> </ul> <p>Theme – Identity/ Internal &amp; External Conflict</p>	<ul style="list-style-type: none"> <li>• Analysis of Language/ Form/ Structure.</li> <li>• Application of Context</li> </ul> <p><b>[Complex Activity: Analytical Writing. Writing Genre: Analytical Essay]</b></p>	<a href="https://ypn.poetrysociety.org.uk/">https://ypn.poetrysociety.org.uk/</a>
Spring 2	Short Stories Diversity	<ul style="list-style-type: none"> <li>• Contextual knowledge of different genres – social realism/ thrillers/ fantasy/the uncanny</li> <li>• Different Narrative Voices</li> <li>• Narrative Structures – (conventions of short story)</li> <li>• Themes and Tropes</li> </ul>	<ul style="list-style-type: none"> <li>• Source Analysis – Comprehension of narrative structure</li> <li>• Analysis of language and structure</li> <li>• Analytical/ Critical LENS</li> </ul> <p><b>[Complex Activity: Analytical Writing. Writing Genre: Analytical Essay]</b></p>	<a href="https://www.addastories.org/fiction/">https://www.addastories.org/fiction/</a> <a href="https://www.thecuriousreader.in/bookrack/indian-ya-novels/">https://www.thecuriousreader.in/bookrack/indian-ya-novels/</a> <a href="https://www.searchlightawards.co.uk/winners-gallery/">https://www.searchlightawards.co.uk/winners-gallery/</a>

		Characterisation/ Setting		
<b>Summer 1</b>	Non-Fiction Finding Your Voice	<ul style="list-style-type: none"> <li>• Form/ Audience/ Purpose</li> <li>• Persuasive Techniques</li> <li>• Developing understanding of critical writer - perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for purpose – i.e. persuasive voice</li> </ul> <p><b>[Complex Activity: Discursive Writing]</b></p>	Political Speeches/ Leadership Race/ BBC/ ITV Youth Parliament
<b>Summer 2</b>	War Poetry Past & Present	<ul style="list-style-type: none"> <li>• Language/ Form/ Structure</li> <li>• Historical Context</li> <li>• Themes - Conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of Language/ Form/ Structure.</li> <li>• Application of context.</li> </ul> <p><b>[Complex Activity: Analytical Writing. Writing Genre: Analytical Essay]</b></p>	<a href="https://ypn.poetrysociety.org.uk/">https://ypn.poetrysociety.org.uk/</a> <a href="https://www.soldiersofshropshire.co.uk/">https://www.soldiersofshropshire.co.uk/</a> <a href="https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/">https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/</a>