

**English Curriculum Plan Year 7**  
**Hasmonean High School for Boys**

The curriculum in Year 7 aims to deliver a solid grounding for students' study of English throughout the rest of the key stage whilst also providing a smooth transition from primary school. Students are taught the foundational skills necessary for success in secondary English, moving from a primary focus of basic comprehension of texts to a deeper understanding of writer's purpose and analysis. Throughout the year, students are exposed to a range of texts from different time periods, genres and writers in order to create a breadth of knowledge about texts. Each unit is studied through the lens of 'Exploring Power' to allow students to establish an appreciation of different types of power through the writer's voice behind a text, including their own when creating their own written pieces.

**Year 7 Term 1**



**TOPIC: The power of the outsider** in Literature: *Boy Overboard* by Morris Gleitzman and various non-fiction texts on immigration.

**BIG QUESTION:** How can we learn about the facing challenges of people considered 'outsiders' in society?

**CORE LEARNING:**

- Through the novel form, students will gain the skills to explore the foundations of literary texts:
- Characters and their development
- Setting and atmosphere
- Plot and narrative arcs
- Messages and themes
- Context

Students will develop their creative writing skills:

- creating, and crafting characters and settings
- the importance and benefits of redrafting work.

**Why this?**

This 21<sup>st</sup> century text explores events and issues pertinent to the world our students are living in; the impact of the ongoing conflict and unrest in Afghanistan, still reverberate around the world to this day. Through literature such as this, we can help students better understand the world around them and be more empathetic to the experiences of others which may otherwise seem far-removed to many living in London. Through the voice of Jamal, the 11-year-old protagonist, students will be introduced to some of the big ideas which are inherent concepts in many literary texts – gender, identity, power and relationships to name a few. These themes are all supported with non-fiction texts, particularly articles which further extend these big ideas and provide a different authorial voice. Studying this novel which has messages of tolerance, hope and freedom at

its core, also allows us to clearly introduce the concept of authorial purpose to our students. Consequently, this unit provides a vital foundation for students studying English at Key Stage 3. This unit will help students use a range of writer's methods and descriptive devices more effectively in their own work. They will also understand the importance of crafting their writing developing further their appreciation of writer's purposes and intentions explored

### **Why now?**

This unit will form an effective transition from Key Stage 2, providing students with a solid foundation for their studies in English for the rest of KS3 and beyond. Students will be supported in their transition to KS3 through the readily accessible core text of *Boy Overboard*, a novel which follows the plight of a young boy living under Taliban rule in Afghanistan. This is also a novel about new experiences. While students adjust to the various new experiences transitioning to secondary school brings with it, they will also follow a character who, on a much more dramatic scale, also has new experiences and situations to adjust to himself.



### **Year 7 Term 2**

**TOPIC: Creating Powerful Stories** - through the use of traditional Fairy Tales and 19th century texts.

**BIG QUESTION:** What are the successful features of a powerful story and how can we recreate them in our own writing?

### **CORE LEARNING:**

Students will learn about the influence of traditional stories and story-telling from fairy tales to 19th century short stories. They will address key ideas and purposes of the stories whilst also having plenty of opportunities to be creative with their own pieces. Students will explore:

#### **Key Concepts**

- Plot and structure
- Implicit and explicit meanings
- Allusions
- Story conventions

The unit will develop both reading and writing skills within students and provide ample opportunity for discussion.

### **Why this?**

From studying a modern novel and beginning to think about the significance and impact stories can have on their readers, students now take a step further back to explore in more depth the history and art of storytelling. From traditional fairy tales, a cornerstone of literature, to extracts from 19th century gothic texts, students learn to appreciate the broad range of possibilities within story telling. Joining elements of fantasy, supernatural and mystery to create a love for reading and writing fantastical and imaginative stories. 'Big ideas' and gateway concepts are introduced through these stories and will give the students reference points throughout the curriculum.

### **Why now?**

The idea of stories and story-telling as an art is something that students will continue to build an appreciation of throughout their studies of English. Including this unit at such an early point in the Key Stage 3 curriculum supports students with this foundational appreciation of the subject. Having employed the first term establishing core concepts in

both reading and writing at KS3, students are now in a position to draw on and develop these skills with more challenging content. Additionally, having an introductory knowledge of fairy tales and their conventions and 19th century texts will support student understanding of references and allusions throughout KS3 and beyond.

### Year 7 Term 3



**TOPIC: Creating Powerful Persuasion** - through the use of poetry and rhetoric

**BIG QUESTION:** What are the successful features of a powerful message?

#### **CORE LEARNING:**

In this unit students will read a selection of literature from poems and extracts different speeches. Each text will explore an issue which was present at the time of writing and some still; present in today's society and prompt students to engage with these issues. Additionally, we will explore what makes effective speeches. Students explore a range of poems which focus on a message the poet is conveying.

#### **Key Concepts**

Layers of language

- Literal / metaphorical meanings
- Interpretation

Authorial Intent

- Messages and big ideas Influence of context
- Reader response

Structure

- Plot development
- Narrative arcs

Significant shifts Punctuation, vocabulary and grammar

- Tier 2 & 3 vocabulary
- Sentence development & crafting

#### **Why this?**

With *Power* as the overarching theme of Years 7 & 8, this unit gives students opportunity for sustained exploration of the different ways that writers and poets have approached spreading their message through their writing. This encourages students to develop their own voice and opinions regarding a range of issues and concerns facing our society today. It is vital that students become confident in expressing their ideas and opinions effectively in a world where the avenues to do so are almost limitless.

Through a mixture of fiction and non-fiction texts we explore themes of diversity, justice, equality, responsibility and freedom. Furthermore, many of these themes are those which fuel a great number of literary texts; understanding these themes and having access to this cultural capital is therefore essential for students to engage with literature in later studies. It is crucial that students are familiar with the language of poetry in order both to foster an appreciation of the form of writing and its conventions and to equip them with key understanding for GCSE.

### **Why now?**

Having now explored a range of texts from different time periods and genres, students are now exposed to a different challenging content and language of rhetoric and poetry. This unit presents an effective bridge from term 2 when students explored creating their own creative stories, now they will be encouraged to explore and study the persuasive voice of famous writers and create their own messages in a thoughtful and articulate way. Discussion is at the heart of the early part of this unit with students being encouraged to engage with many issues in our society. This helps to bolster students' skills in oracy and their confidence in developing and expressing their own opinions; both of these skills will be invaluable to the rest of the units this year which continue to encourage students to develop their own voice. Studying this poetry here will provide a solid understanding of poetic devices and develop skills for understanding and exploring different meanings within a range of texts. This will be crucial preparation for studying the Power and Conflict poetry anthology at GCSE. This is particularly true because this unit explores differentials of power within society as well as conflicting identities of the individual.