Programme of study for Year 7

Autumn (1st term and 2nd term)	Spring (1st term and 2nd Term)	Summer (1st term and 2nd term)
From: September **To:** December	**From:** January **To:** April	**From:** April **To:** July
Topic: War and Conflict Texts: Novel • 'Welcome to Nowhere' – Elizabeth Laird Unseen prose extracts • 'Refugee Boy' – Benjamin Zephaniah • 'Terror Kid' – Benjamin Zephaniah • 'The Hunger Games' – Suzanne Collins • 'Bird Song' – Sebastian Faulks Unseen poems • 'Out of the Blue' – Simon Armitage • 'Refugee Blues'- W.H Auden • 'No Man's Land'- James H. Knight-Adkin • 'Education for Leisure'- Carol Ann Duffy	**Topic:** Power Texts: Novel • 'The Tempest' – William Shakespeare Unseen texts • 'Nineteen Eighty Four'- George Orwell • 'The Hate U Give'- Angie Thomas • '12 Years a Slave' – Soloman Northup • 'Crongton Knights' – Alex Wheatle Unseen poems • 'Still I Rise' – Maya Angelou • 'Song of the City' – Gareth Owen • 'Mother to Son' – Langston Hughes • 'Clown Punk' – Simon Armitage	**Topic:** Murder & Mystery **Texts:** Novel • The Curious Incident of the Dog in the Night-Time – Mark Haddon Unseen texts • The Hound of the Baskervilles – Sir Arthur Canon Doyle • And Then There Were None – Agatha Christie • The Speckled Band – Sir Arthur Canon Doyle • The Invisible Man – H.G Wells • Murder on the Orient Express – Agatha Christie • The Murders in the Rue Morgue – Edgar Allen Poe • Where are you going, where have you been – Joyce Carol Oates Unseen poems • Macavity the Mystery Cat – T.S Eliot • Hitcher – Simon Armitage • The Man Who Finds That His Son Has Become a Thief – Raymond Souster

Skills (students should be able to do):

- Read, understand and respond to texts.
- They should be able to use textual references, including quotations to support and illustrate interpretations
- Analyse language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- Understand the wider ideas and begin to look at the writer's intention.
- Use a range of vocabulary and sentence structure for purpose and effect, with accurate spelling and punctuation.

Key Learning Outcomes (students should know):

- To understand key ideas presented in the novel, play and poems.
- To understand the writers' key ideas.
- To begin to analyse in detail key methods used by the writers.
- To begin to make contextual links.

End of term 1 assessment to cover:	End of term 2 assessment to cover:	
• Creative writing	• Language analysis	

Building understanding: Rationale / breakdown for your sequence of lessons:

The students will begin with 'Welcome to Nowhere' as it addresses the theme of identity, enabling them to reflect on their own identity as they begin the school year, with new friends. Additionally, this will help to build cultural capital by raising their awareness of the plight of refugee which many students can relate to – either personally or through family life.

This text also prepares students for themes they will exploring at KS4 in set texts. For example, they will look at the theme of displacement which is studied in the poem 'The Emigree.'

Running parallel to the class reader will be the unseen section of the unit led by their second English teacher. Students will be exposed to a wide range of unseen texts which will prepare them for KS4 language examinations. These texts will complement as well as build on the skills taught in their other English lessons by spiralling the analytical and evaluative skills and exploring the same theme.

Students will then move onto studying the play 'The Tempest' in the Spring Term. This text will prepare students for the Shakespeare component of the GCSE Literature examination through an understanding of Shakespeare's life and times in addition to scrutinising themes covered at KS4. These include concepts such as physiognomy which is a topic of focus in 'Frankenstein' and extends their understanding of identity and usurping of roles explored in 'Macbeth'.

The unseen extracts taught concurrent to the play by their second teacher, will illuminate similar ideas and provide students with the opportunity to develop literacy and oracy skills. This will support them for the spoken language endorsement at KS4.

In the final term, students will move onto 'The Curious Incident of the Dog in the Night-Time'. This unit will develop students' empathy and understanding towards what they may consider as 'different' as well respect for others. This text again links to the theme of identity studied in earlier units, as well isolation as seen in KS4 texts such as 'Jekyll & Hyde' and lies and deceit which is examined in 'Macbeth'. Students will also explore structural techniques for example, by asking questions about narrative voice and how this impacts our understanding of text and character.

The combination of unseen extracts and poems taught alongside this unit will support students to develop creative writing and reading skills as well as analyse the writer's use of language and structure in a text.

The unseen extracts that will be taught throughout the year are a combination of nineteenth century and post twentieth century texts to further enrich students' cultural capital, as well as teaching tolerance and respect for differences, the importance of an inclusive society and empathy for others.

Home – Learning:

- To be decided by the class teacher to meet class's needs

Reading / literacy:

- Reading of texts/ discussion-based activities/ retrieval of information/ introduction of new vocabulary

Numeracy:

- Numbered scales to discuss key ideas
- Timeline to plot tension throughout the text
- Ranking of interpretations

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Debate club/ Theatre trips to The Globe/ Spelling Bee/ Young Writer's Competitions