

## Jesmond Park Academy, English Long Term Plan

### Year 7 Topics

*In year 7 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.*

### Identity and My Place in the World

Topic	Rationale	Knowledge Acquisition	Key Vocabulary	Core English Skills	Enrichment
<b>Mastery Writing</b>	<p><b>Grammar content includes:</b> writing in complete and full sentences; identifying the action and verb; subject-verb agreement for ‘to-be’, regular and irregular past simple verbs, avoiding fragments; avoiding fused sentences; using capital sentences accurately; using pronouns; sentence structure; paragraphing; speech punctuation.</p> <p><b>Writing content includes:</b> telling what happened; opening a story, writing about images, writing with no images, structuring a story.</p>				
(HT1 & HT2) <b><i>The Graveyard Book</i></b>	<p>Students will begin their journey at secondary school studying a novel that explores themes of identity, coming of age and family. Students will learn the key conventions of a prose novel and will begin to develop their skills of analysis using the PEEL structure which will underpin the analysis of all future texts. Students will primarily focus on how authors establish narrative character and voice. This unit will last the full term in order for students to read and enjoy the full novel. The text provides a solid foundation in literary knowledge to support students in pre-19<sup>th</sup> century texts studied later, such as the representations of death in <i>A Christmas Carol</i> and medieval attitudes to women &amp; witchcraft to support <i>Macbeth</i>.</p>	<ul style="list-style-type: none"> <li>● Conventions of a prose novel.</li> <li>● Conventions of the gothic genre.</li> <li>● Types of narrator.</li> <li>● Making inferences and referring to evidence in the text.</li> <li>● Studying setting, plot, and characterisation, and the effects of these.</li> <li>● Conventions of a Bildungsroman.</li> <li>● How setting contributes to theme.</li> <li>● Representations of death</li> <li>● Conventions of descriptive writing.</li> <li>● How to draft and edit work.</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Imagery</li> <li>● Pathetic fallacy</li> <li>● Semantic field</li> <li>● Foreshadowing</li> <li>● Focus/focus shifts</li> <li>● Gothic</li> <li>● Protagonist</li> <li>● Archetype</li> <li>● Characterisation</li> <li>● Bildungsroman</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>● Treacherous</li> <li>● Insinuate</li> <li>● Insubstantial</li> <li>● Impervious</li> <li>● Impenetrable</li> <li>● Evasive</li> <li>● Infinite</li> <li>● Tangible</li> <li>● Subtle</li> <li>● Incongruous</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading</b> - develop an appreciation and love of reading through reading a wide range of fiction and nonfiction, in particular whole books.</li> <li>● <b>Reading</b> - understand increasingly challenging texts through learning new vocab, making inferences and referring to evidence.</li> <li>● <b>Reading</b> - read critically through knowing how language, vocab choice, grammar, text structure and organisational features present meaning.</li> <li>● <b>Reading</b> - read critically through studying setting, plot, characterisation, and the effect of these.</li> <li>● <b>Writing</b> - write accurately, fluently, effectively and at length through stories, scripts, poetry and other imaginative writing.</li> <li>● <b>Writing</b> - drawing on knowledge of literary and rhetorical devices from</li> </ul>	<ul style="list-style-type: none"> <li>● Roald Dahl day</li> <li>● International Literacy Day</li> <li>● National Poetry Day</li> </ul>

			<ul style="list-style-type: none"> <li>• Fluorescent</li> <li>• Shroud</li> <li>• Remnants</li> <li>• Reprehensible</li> <li>• Gargantuan</li> </ul>	<p>their reading and listening to enhance the impact of their writing.</p> <ul style="list-style-type: none"> <li>• <b>Writing</b> - plan, draft, edit and proofread.</li> <li>• <b>Grammar and Vocab</b> - study the effectiveness and impact of grammatical features of the texts they read.</li> <li>• <b>Spoken English</b> - using SE confidently in a range of formal and informal contexts, including classroom discussion.</li> </ul>	
(HT3) <b>Shakespeare: 'A Midsummer Night's Dream'</b>	Students will build upon their knowledge of Shakespeare from KS2. Students will be introduced to the key conventions of comedy as well as developing their understanding of the Elizabethan era. The play provides a light-hearted introduction to ideas about power and patriarchy, as well as gender, love and the supernatural. The play also familiarises students with the importance of order and disorder in Shakespeare plays, as well his use of dreams and magic. The themes and concepts covered in year seven provide a foundation for the teaching of <i>Romeo &amp; Juliet</i> , <i>Macbeth</i> and <i>Othello</i> in years 8 - 13.	<ul style="list-style-type: none"> <li>• Conventions of a Shakespearean comedy.</li> <li>• Conventions of stagecraft.</li> <li>• Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</li> <li>• Elizabethan context.</li> <li>• Patriarchy.</li> <li>• The Great Chain of Being.</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>• Comedy</li> <li>• Soliloquy</li> <li>• Stagecraft</li> <li>• Dramatic irony</li> <li>• Elizabethan context</li> <li>• Audience</li> <li>• Foreshadowing</li> <li>• Entrances and exits</li> <li>• Couplet</li> <li>• Patriarchy</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Benevolent</li> <li>• Malevolent</li> <li>• Hierarchy</li> <li>• Melancholy</li> <li>• Infatuation</li> <li>• Submissive</li> <li>• Ethereal</li> <li>• Illusion</li> <li>• Disorder</li> <li>• Tumultuous</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading</b> - develop an appreciation and love of reading through Shakespeare.</li> <li>• <b>Reading</b> - understand increasingly challenging texts through checking their understanding to make sure what they have read makes sense.</li> <li>• <b>Reading</b> - read critically through understanding how the work of dramatists is communicated effectively through performance.</li> <li>• <b>Grammar and vocab</b> - studying the effectiveness and impact of the grammatical features of the texts they read.</li> <li>• <b>Spoken English</b> - improvising, rehearsing and performing play scripts.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to watch a play in performance.</li> <li>• Opportunities to perform play.</li> <li>• World Book Day.</li> </ul>
(HT4)	To reconnect our urban students with	<ul style="list-style-type: none"> <li>• The Romantics - context.</li> </ul>	<b>Tier 3</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b> - develop an appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• School 'Poetry</li> </ul>

<p><b>Poetry of the Natural World</b></p>	<p>the natural world, we will study a selection of poems on the theme of nature. In an attempt to broaden students' exposure to a range of poets from the literary canon, students study Wordsworth's Lucy Gray and Daffodils as well as some more modern depictions of nature through poetry. Students will begin with an in depth study of the Romantics, looking at key poetic forms such as sonnets, ballads and odes to provide a solid grounding for future poetry study. Introduction to poetic forms also offers the chance for creative writing, as students write their own poems and descriptive pieces based on the poems analysed.</p>	<ul style="list-style-type: none"> <li>● Recognising a range of poetic conventions and understanding how these have been used.</li> <li>● Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Stanza</li> <li>● Romantic context</li> <li>● Conflict - Man Vs Nature</li> <li>● Ode</li> <li>● Sonnet</li> <li>● Haiku</li> <li>● Epic</li> <li>● Couplet</li> <li>● Quatrain.</li> <li>● Figurative Language</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>● Industrial</li> <li>● Pastoral</li> <li>● Vales</li> <li>● Splendour</li> <li>● Pyre</li> <li>● Immortal</li> <li>● Furnace</li> <li>● Desolate</li> <li>● Pensive</li> <li>● Steadfast</li> </ul>	<p>and love of reading through poetry.</p> <ul style="list-style-type: none"> <li>● <b>Reading</b> - read critically through recognising a range of poetic conventions and understanding how these have been used.</li> <li>● <b>Reading</b> - making critical comparisons across texts.</li> <li>● <b>Writing</b> - well structured formal expository and narrative essays.</li> <li>● <b>Writing</b>- plan, draft, edit and proofread.</li> <li>● <b>Grammar and vocab</b> - using SE confidently in their own writing and speech.</li> <li>● <b>Grammar and vocab</b> - confident use of linguistic and literary terminology.</li> </ul>	<p>Out Loud' competition.</p>
<p>(HT5) <b>19th Century Gothic Fiction</b></p>	<p>The texts offer an introduction to 19<sup>th</sup> century literature. Poe's <i>The Tell Tale Heart</i> introduced students to the idea of rhetoric and the unreliable narrator. Students develop their understanding of the gothic genre by closely studying how Poe uses structural techniques to build tension and suspense. The text provides students with a foundation in the concept of the guilt-ridden protagonist, which prepares them for KS4 texts such as <i>Macbeth</i>. The notion of insanity can be explored in more depth through 19<sup>th</sup> &amp; 21<sup>st</sup> century extracts – offering a brief introduction to the idea of comparing</p>	<ul style="list-style-type: none"> <li>● 19th century context.</li> <li>● Conventions of short stories.</li> <li>● 19th century gothic genre.</li> <li>● Narrative voice and narrative reliability.</li> <li>● 19th century attitudes to madness.</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>● Rhetoric</li> <li>● Unreliable narrator</li> <li>● Motif</li> <li>● Foreshadowing</li> <li>● Dramatic irony</li> <li>● Omniscient narrator</li> <li>● Character archetypes</li> <li>● Pathetic fallacy</li> <li>● Atmosphere</li> <li>● Symbolism</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading</b> - develop an appreciation and love of reading through 19th century literature.</li> <li>● <b>Reading</b> - understand increasingly challenging texts through knowing the purpose, audience and context.</li> <li>● <b>Reading</b> - read critically through studying at least two authors in depth each year.</li> <li>● <b>Writing</b> - summarising and organising material, supporting ideas and arguments with any necessary factual detail.</li> <li>● <b>Writing</b> - applying their knowledge of grammar, vocab, and text</li> </ul>	

	writers' perspectives.		<u><b>Tier 2</b></u> <ul style="list-style-type: none"> <li>• Looming</li> <li>• Shrouded</li> <li>• Claustrophobic</li> <li>• Tentative</li> <li>• Trepidation</li> <li>• Aghast</li> <li>• Macabre</li> <li>• Ominous</li> <li>• Audacity</li> <li>• Dreary</li> </ul>	structure to their writing and selecting the appropriate form. <ul style="list-style-type: none"> <li>• <b>Grammar and vocab</b> - using SE confidently in their own writing and speech.</li> <li>• <b>Spoken English</b> - give short speeches and presentations, expressing their own ideas and keeping to point.</li> </ul>	
(HT6) <b>Autobiographical Writing</b>	Using stories from local author David Almond's <i>Half a Creature from the Sea</i> , the unit aims to teach our vast range of international/EAL students about 20 <sup>th</sup> century life in Newcastle, as well as educating local students about the life of their parents & grandparents. This unit offers students the opportunity to validate their own experiences and stories from their own lives. Students will be introduced to the structures and conventions of autobiographies and biographies and will be equipped with the knowledge to present personal accounts in an accurate and structured way considering different audiences and purposes.	<ul style="list-style-type: none"> <li>• Conventions of biographical and autobiographical writing drawn from a range of eras</li> <li>• Conventions of sub-genres: travel writing, diaries, memoirs, semi-autobiographical, blogs, valedictorian speeches and journals</li> <li>• Different autobiographical forms e.g literary non-fiction, reportage</li> <li>• Writing for a range of different audiences including writing/speaking formally and informally.</li> </ul>	<u><b>Tier 3</b></u> <ul style="list-style-type: none"> <li>• First person perspective</li> <li>• Third person perspective</li> <li>• Retrospective</li> <li>• Anecdote</li> <li>• Autobiographical Genre</li> <li>• Pronouns</li> <li>• Recount</li> <li>• Chronology</li> <li>• Flashbacks</li> <li>• Opinion</li> </ul> <u><b>Tier 2</b></u> <ul style="list-style-type: none"> <li>• Dusk</li> <li>• Gleaming</li> <li>• Desolation</li> <li>• Envelop</li> <li>• Pondering</li> <li>• Shimmering</li> <li>• Poltergeist</li> <li>• Vortex</li> <li>• Incomprehensible</li> <li>• Illuminated</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing</b> - write accurately, fluently, effectively and at length through stories, scripts, poetry and other imaginative writing.</li> <li>• <b>Writing</b> - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</li> <li>• <b>Writing</b> - plan, draft, edit and proofread.</li> <li>• <b>Grammar and Vocab</b> - study the effectiveness and impact of grammatical features of the texts they read.</li> <li>• <b>Spoken English</b> - using SE confidently in a range of formal and informal contexts, including classroom discussion.</li> </ul>	

