

Year 7 Big Picture – English

Block 1 – When The World Was Ours & Imaginative Writing	Block 2 – A Midsummer Night’s Dream	Block 3 – Blood Brothers
<p>Content: When the World Was Ours Students will study When The World Was Ours, a contemporary novel based on three childhood friends’ experiences of WWII and the events leading up to it. Through their study of the novel, students will develop their contextual understanding of the Holocaust and will explore themes including friendship, change, religious prejudice and hope. As well as expanding students’ understanding of writers’ use of form and narrative perspective, this unit aims to further their emotional and social development by giving them an opportunity to empathise with contrasting experiences through their exploration of characters and their relationships.</p> <p>Alongside this, students will write and redraft a short story based on the theme of growing up. Students will apply their growing knowledge of vocabulary, grammar and text structure to their writing as well as draw on knowledge of literary devices from their reading to enhance the impact of their writing.</p>	<p>Content: A Midsummer Night’s Dream Students will study key extracts taken from A Midsummer Night’s Dream and will explore the themes of love, power and gender across the text. Students will learn about dramatic form and the genre of Shakespearean comedy. Students will learn to express their views on the text using well-chosen evidence through written analytical and essay-style responses as well as verbally through formal debate.</p>	<p>Content: Blood Brothers Students will study Willy Russell’s Blood Brothers and will learn about key themes such as social class, responsibility, the idea of fate, superstition, nature vs nurture, violence and loyalty. Students will also be taught context relating to social norms in Liverpool between 1950 – 1970 in order to support their understanding and interpretation of the play.</p> <p>Students will become more adept at comparing and contrasting characters, themes and ideas.</p> <p>Students will be able to build on their prior knowledge of writing analytically and structuring a coherent response to themed questions.</p>

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<p>Key Concepts: Fiction – War and Conflict Language Story Structure Context</p> <p>Concept Components: Meaning Vocabulary Imagery Symbolism Protagonists Characterisation Setting Dialogue Identity Intertextuality Multi-narratives WW2 historical context</p> <p>Skills for novel: Active reading Selecting evidence Analysis of theme Summarising Exploring effect Embedding context</p> <p>Progress Indicators: Making inferences Exploring different ideas and layers of meaning Selecting appropriate evidence</p>	<p>Key Concepts:</p> <p>Story Context Language Structure Argument</p> <p><u>Concept components -</u> Genre of Shakespearean comedy Characterisation Plot Theme Historical and social context (16th century, Shakespeare) Meaning Imagery Symbolism Form (acts, scenes, stage directions) Structuring a response Selecting evidence Debate</p> <p><u>Skills –</u> To identify features of a comedy and comment on their impact To identify and comment on how Shakespeare uses characterisation, plot and theme to affect his audience To use knowledge of context to understand and explore the text and its impact To understand and independently decipher Shakespeare’s language</p>	<p>Key Concepts: Blood Brothers: Language Story Argument Context Concept Components and Skills:</p> <p>Concept components Meaning & Vocabulary Imagery Symbolism Analysis of language Extended metaphor Protagonists Characterisation Drama Dialogue Plot Theme Identity</p> <p>Debate Evidence selection and inferencing Structuring an argument Extended analysis</p> <p>Historical and social context (50s-70s Liverpool) Religious Economic and industrial Identity and culture</p> <p>Skills</p>

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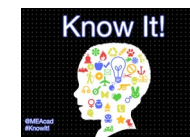
<p>Analyse/explain effects of language and structure Form a developed response Explore a writer's technique Explain the relevance of a text's context</p>	<p>To comment on and analyse Shakespeare's use of language and structure features and their impact, including imagery and symbolism To be able to identify the features of a play to aid understanding To select well-chosen evidence and construct a powerful argument in reference to the text</p> <p>Progress Indicators:</p> <p>Students are able to:</p> <ul style="list-style-type: none"> - Make inferences - Select appropriate evidence - Explain the relevance of 16th century context - Form convincing spoken and written responses about the importance of key themes, key characters and/or Shakespeare's use of language, form and structure - Explore layers of meaning - Verbalise a formal response in the context of a debate 	<p>To identify social classes and explain/evaluate their impact on lifestyle. To identify and understand the recurring themes in Blood Brothers. To be able to link different events in the play based on what they are symbolising. The understand the context behind the play and explore the impact it has on the play. To identify and understand the most common features in a play and evaluate why they are used and how successfully they are portrayed. To identify and infer how Russel uses the plot, theme and characterisation to affect the audience. To identify key points within the text in order to construct a coherent argument and use this evidence to create a piece of persuasive writing.</p> <p>Progress Indicators:</p> <p>Students are able to: Make inferences Select appropriate evidence Explain the relevance of the context Form convincing spoken and written responses about the importance of key themes, key characters and/or Shakespeare's use of language, form and structure Explore layers of meaning Understand and explain the themes surrounding the text Understand the features of a play and how they affect the reader.</p>
	<p>Big Test 1 – Midsummer Night's Dream and Imaginative Writing assessed Jan</p>	

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Block 4 – Girl of Ink and Stars and Imaginative writing (new unit – unit plan being developed)	Block 5 – War Poetry	Block 6 – War and Conflict Non-fiction
	<p>Content: Students will study a range of war poetry. They will learn a wide range of poems to enhance their knowledge of WW1 whilst at the same time, be made aware of the atrocities of the trenches, the devastating effects of PTSD and how gruesome being a soldier is. They will also be made familiar with the different language techniques poets use to voice out their concerns about war. Students will also engage on the theme of patriotism. Their knowledge will be enhanced when comparing different war poems. In this unit, students will develop an appreciation for the reading of poems, will learn new vocabulary, making inference between texts and recognise a range of poetic conventions and how they have been used. Students will read also critically using recognising figurative language, vocabulary choice, text structure and organisational features.</p>	<p>Content For this Unit, students will be expected to read and critically understand a variety of non-fiction texts, with the focus of ideology being war and conflict. Students will have studied examples of War Poetry in the previous term and will therefore have a grounding of knowledge in terms of context and being able to understand varying viewpoints, throughout history. Students must now be expected to engage in texts such as newspaper articles, letters and speech transcripts to make inference and gather evidence.</p> <p>Alongside this, students will learn how to craft pieces of transactional writing with a focus on writing to inform. Students will apply their growing knowledge of vocabulary, grammar and text structure to their writing as well as draw on knowledge of context, literary and rhetorical devices from their reading to enhance the impact of their writing.</p>
	<p>Key concepts Language Story Rhetoric Structure Grammar</p>	<p>Key Concepts: Non-Fiction – War and Conflict: Story Context Language Structure</p>

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	<p>Context</p> <p>Concept components Historical context: WW1 Poetic devices Figurative language Poetic form Themes: Patriotism, death, youth.</p> <p>Skills Understand the context of World War 1 Retrieve key quotes Explain key ideas the poets want to display Analyse poetic devices Evaluate the ideas presented in the poem Understand the poet's intention</p> <p>Progress indicators Students are able to: Making references to poem studied. Explore ideas and layers of meaning. Select appropriate evidence Analyse/explain and comment on poetic devices. Explain the relevance of the context of a poem. Explore how the use of specific poetic devices can be effective. Evaluate the writer's purpose. Compare war poems and the ideas presented in them. Evaluate the didactic nature of poets and the poems they have created.</p>	<p>Rhetoric/ Argument</p> <p>Writing to Inform: Story Rhetoric/Argument Context Language Structure Grammar</p> <p>Concept components - Genre of biography/ autobiography Characterisation Theme Historical and social context (20th century, WW1, WW2, Syrian Civil War, Displacement) Meaning Imagery Symbolism Form (diary entry, blog post, news article, letter, etc) Structuring a response Selecting evidence</p> <p>Skills –</p> <ul style="list-style-type: none"> • To identify features of a biographical and comment on their impact • To identify and comment on how writers use characterisation, context and theme to affect their audience • To use knowledge of context to understand and explore the text and its impact • To use inference to decipher tone and • To comment on and analyse Shakespeare's use of language and structure features and their impact, including personification, tone and irony • To be able to identify the features of a diary to aid understanding • To select well-chosen evidence and construct a powerful argument in reference to the text
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		<p>Writing to Inform:</p> <p>Concept components -</p> <ul style="list-style-type: none"> Intertextuality Selecting evidence 20th Century context (historical, social political, religious) Vocabulary Language devices Imagery Form (Diary, Blog, Article) Sentences and clauses Punctuation Paragraphs <p>Skills -</p> <ul style="list-style-type: none"> • To effectively apply knowledge of context and embed in writing • To use dialogue accurately and effectively • To structure an extended piece of writing effectively to inform the reader • To enhance written work by using language and structural features and powerful vocabulary to have an impact on the reader • To create pieces of writing appropriate to the short story form by studying their structure – i.e. exposition, conflict, climax and resolution • To accurately use a variety of sentence types and types of punctuation • To use paragraphing accurately
	<p>Big Test: EOY UL assessment – papers set by UL. Imaginative Writing and War Poetry tested.</p>	