

<b>Subject: English</b>	<b>Year: 7</b>
<p><b>Description of learning</b></p> <p>At the start of the year, pupils need to consolidate their punctuation skills, before extending their sentence structure to include a wider range of fronted adverbials and conjunctions throughout their writing. Also, pupils select language carefully to engage the reader as well as describe effectively. Throughout the year, these key skills are practised, consolidated, refined and extended as pupils encounter the different units of work.</p> <p>These are:</p> <p><b>Tissue of Truth</b></p> <ul style="list-style-type: none"> <li>Pupils read 'My Father is a Polar Bear' by Michael Morpurgo and examine how writers can weave together fact with fiction to create an engaging story for the reader.</li> <li>They use this understanding to write their own Tissue of Truth story.</li> </ul> <p><b>Skellig by David Almond</b></p> <ul style="list-style-type: none"> <li>Pupils analyse the writer's choice of language explaining how this effectively engages the reader.</li> <li>They begin to explore language techniques including pathetic fallacy, hyperbole, foreshadowing and they revisit the effects of withholding information and repetition. Using some of these techniques, pupils create their own mysterious character, writing its description to engage and intrigue the reader.</li> <li>Through drama, pupils empathise with characters' situations, enabling them to write effectively from different perspectives.</li> <li>Using evidence from the text, pupils debate the merits and intentions of a key character from the text, before writing a balanced argument and concluding with their own opinion.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Pupils watch, hear and read a selection of poems by Benjamin Zephaniah, understanding how poetry can be used in performance to entertain.</li> <li>Pupils study the skilful use of rhythm and rhyme in rap-style poems, performing some of Benjamin Zephaniah's poetry as well as creating one of their own in groups.</li> <li>Pupils consider some of BZ's more serious poems, including those concerned with animal rights and equality, to understand how language can be used effectively to demonstrate a viewpoint, which encourages the audience to engage with these issues.</li> </ul> <p><b>Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>Introduction to Shakespeare: historical background, structure of play scripts.</li> <li>Understand and empathise with the situations of different characters through reading and performing key scenes from the play.</li> <li>Write from different characters' perspectives to demonstrate a range of viewpoints on the feud eg Tybalt, the Nurse, Lord Capulet, Mercutio, Friar Lawrence, The Prince, Romeo and Juliet.</li> <li>Use this understanding of differing viewpoints to write a biased newspaper article, effectively recounting the tragic events towards the end of the play from either the Capulet or Montague perspective.</li> </ul> <p><b>Boy in The Striped Pyjamas by John Boyne</b></p> <ul style="list-style-type: none"> <li>Pupils consider the background to the book: WWII and the Holocaust.</li> <li>They analyse the writer's choice of vocabulary and language techniques, which 'show' the reader clues about what is really going on, and explain how Bruno's naivety is revealed to the audience when he fails to notice these clues.</li> <li>Pupils use drama, particularly hot-seating, to engage and empathise with different characters' situations, allowing them to write from these perspectives.</li> </ul>	
<p><b>Important questions:</b>                  How is the writer engaging the audience?                  What is the writer suggesting? How are they doing this?                  How is your writing engaging your audience?                  What are you trying to suggest to your reader? How are you going to do this?</p>	<p><b>Bigger picture and linking:</b>                  Conflict                  Holocaust</p>
<p><b>Overlearning required:</b>                  Basic punctuation rules.                  Constantly practising and extending sentence structure with a wide range of fronted adverbials and conjunctions.</p>	<p><b>WoW factor:</b>                  Drama activities in Romeo and Juliet                  Class debate in Skellig</p>
<p><b>How will our learning values be developed?</b></p> <p>Pupils need to be resilient and reflective to be able to regularly pick apart their writing to see where they can improve their punctuation, vocabulary and sentence structure.</p> <p>Open-ended writing tasks, particularly those inspired by the texts read in class, allow pupils to be creative and enable them work independently.</p>	<p><b>How will our community values be developed?</b></p> <p>Skellig explores the themes of acceptance and respecting difference. In BITSP, pupils discuss the fairness of the starkly different situations of the two boys born on exactly the same day on opposing sides of the fence. They also recognise the kindness shown between them.</p>
<p><b>How will pupils' numeracy be developed?</b></p> <p>Understanding when events happened in WWII to appreciate that the Holocaust happened relatively recently.                  Understanding the time period in which Shakespeare lived and worked.</p>	<p><b>How will pupils' literacy be developed?</b></p> <p>Reading and writing skills are developed every lesson.</p>