



# English



Archdiocese of Liverpool

## Curriculum intent:

English has a pre-eminent place in education and in society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them, leading to further understanding across diverse cultural, national, age and gender boundaries, thus empowering pupils' empathy for others. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially, plays a key role in such development. Reading also enables pupils to flourish, acquiring knowledge and understanding, building on what they know as well as enriching their understanding of what they may not yet have experienced. All the skills of language are essential to participating fully as a valuable member of society.

## Year 7

TERM 1

### Content

Heroes and Villains

Knowledge-rich Writers

### Concepts and Skills

As pupils embark upon their journey of secondary English, they will encounter a range of texts that focus on exciting themes of heroes & villains across a breadth of literary material. They will dismantle ideas about heroism and villainy, interpreting and synthesising information from a range of perspectives. Pupils will appreciate the qualities of heroism in both literary characters and real-life examples, and question whether villains are born or made. Pupils consolidate and build on their understanding of subject-specific vocabulary, applying this to create evidenced analyses of the writers' craft.

In our Knowledge-rich Writers scheme of learning, pupils develop a range of written communication skills, specifically in the domain of persuasive and rhetorical work. Pupils will encounter real-world examples of persuasive texts and analyse the various ways in which writers convey attitudes and perspectives. They will create their own persuasive work, crafting writing that uses a range of vocabulary and language devices.

Throughout every term of Y7, pupils revisit and consolidate foundational skills such as spelling, punctuation, grammar and handwriting. These skills are largely supported holistically through curriculum design but are also explicitly covered in dedicated literacy lessons throughout the year.

TERM 2

Representations of War in Literature

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In the spring term, pupils study literary depictions of war through a variety of texts including playscripts and poetry. Through their encounters with this material, pupils will explore the ways in which writers convey sensitive and dramatic events through language and structure. Pupils will build an appreciation of historic and more contemporary depictions of war, using contextual knowledge to support the interpretation of language. Pupils will develop the ability to make judgements about a writer's attitudes and perspectives using quotations and subject-specific vocabulary to support these judgements.

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TERM 3

Childhood, Coming of Age

Journeys

In the summer term, pupils explore a range of fiction and non-fiction texts which are thematically linked to presentations of childhood. Through this unit of work, pupils build on their skills in linguistic analysis and creative writing whilst also considering how the human experience of childhood differs throughout history and social context. Pupils will apply their growing knowledge of subject terminology and academic phrasing to develop their written analyses of language. Creative work is also completed, giving pupils the opportunity to grow in their ability to express their own ideas using a range of vocabulary, sentence types and punctuation. Pupils also explore the topic of journeys as they prepare for the transition into year 8. Through a range of text types and authorships, pupils encounter depictions of physical, spiritual and symbolic journeys. Pupils will engage with different presentations of these journeys through their ongoing understanding of linguistic devices, using evidence from texts to create informed responses.

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