

ENGLISH: Long-Term Plan – Year 7

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Ensuring whole school intent priorities to be planned for

| YEAR 7 | | | | | | |
|--------------------------------|--|--|--|--|---|--|
| | Autumn | | Spring | | Summer | |
| Unit title: | LIT: 'Storm Catchers' | CORE: Transition Unit - 'The Landlady' A) 'Expositions' B) Newspapers | LIT: Gothic | CORE: A) 'Narrative Development' – rising action and climax B) Speech Writing | LIT: Introduction to Shakespeare - 'The Tempest' | CORE: A) Creative 'Big Write!' B) 'Journeys' – Recount writing (travel writing, biography and autobiography) |
| Unit length: | Whole Term | | Whole Term | | Whole Term | |
| Key concepts or themes: | <ul style="list-style-type: none"> ✓ IDENTITY ✓ RELATIONSHIPS: family and friendships ✓ SOCIETY: diversity, class and culture | <ul style="list-style-type: none"> ✓ TRANSITION ✓ EXPLORE ✓ IMAGINE ✓ ENTERTAIN ✓ INFORM ✓ EXPLAIN ✓ DESCRIBE | <ul style="list-style-type: none"> ✓ IDENTITY ✓ RELATIONSHIPS: family and friendships ✓ SOCIETY: diversity, class and culture | <ul style="list-style-type: none"> ✓ EXPLORE ✓ IMAGINE ✓ ENTERTAIN ✓ DESCRIBE ✓ ARGUE ✓ PERSUADE | <ul style="list-style-type: none"> ✓ IDENTITY ✓ RELATIONSHIPS: family and friendships ✓ SOCIETY: diversity, class and culture ✓ INFORM ✓ EXPLAIN ✓ DESCRIBE | <ul style="list-style-type: none"> ✓ EXPLORE ✓ IMAGINE ✓ ENTERTAIN ✓ INFORM ✓ EXPLAIN ✓ DESCRIBE |
| Knowledge/ Skills: | Reading for meaning: Explain, analyse and interpret Author's craft | Reading for meaning Writing for a purpose Accuracy of writing and communication | Reading for meaning: Explain, analyse and interpret Author's craft | Reading for meaning Writing for a purpose Accuracy of writing and communication | Reading for meaning: Explain, analyse and interpret Author's craft | Reading for meaning Writing for a purpose Accuracy of writing and communication |
| End points covered: | To know how writers use language and structure to explore character and theme. | To understand how to adapt writing for genre, audience and purpose. | To know how writers use genre specific conventions. | To understand how to adapt writing for genre, audience and purpose. | To know how writers use dramatic devices. To know how context influences writers. | To understand how to adapt writing for genre, audience and purpose. |

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| NC/Spec coverage: | Prose study Modern text | Fiction: Narrative writing Non-fiction: Newspaper articles | Genre study Pre-1900 texts | Fiction: Narrative writing Non-fiction: Speech writing and Spoken Language | Drama text Shakespeare | Fiction: Narrative writing Non-fiction: Recount writing |
| Cross-curricular links: | Geography | Media | | | History Drama | Geography |
| Assessments: | Lit Knowledge Test Big Q | Core Knowledge Test Creative non-fiction | Lit Knowledge Test Big Q | Core Knowledge Test Creative fiction | Lit Knowledge Test Big Q | Core Knowledge Test Creative non-fiction |
| Other school intent priorities | | | | | | |
| New experiences – broadening horizons | Exploring new themes/global themes | | Studying writers/texts from The Canon Exploring new themes/global themes | | Exploring new themes/global themes | Harry Potter Ace Day opportunities |
| Developing character – <i>Kind, Hard Working, Successful</i> | Confidence in reading for meaning and interpretation; Collaboration for success | Confidence in expressing ideas in written and verbal communication Independence when choosing reading books | Confidence in reading for meaning and interpretation; Collaboration for success | Confidence in expressing ideas in written and verbal communication Independence when choosing reading books | Confidence in reading for meaning and interpretation; Collaboration for success | Confidence in expressing ideas in written and verbal communication Independence when choosing reading books |
| Context specific need – diversity, inclusion; reading, literacy; mental health | Geography of Cornwall Boating terminology | Reading Literacy Oracy Accelerated Reader | Literary periods: gothic writers and gothic conventions | Reading Literacy Oracy Accelerated Reader | Elizabethan England C16 Colonialism/Slavery Treatment of others | Reading Literacy Oracy Accelerated Reader |
| Curriculum Careers - Gatsby 4 | | | | | | |