

## Key Stage 3 Overview: Year 7 English

|               | Module 1  | Module 2  | Module 3   | Module 4   | Module 5  | Module 6  |
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| <b>Year 7</b> | <p><b>University Challenge:</b></p> <p><b>Creative Engineering</b></p> <p><b>Myself and others</b></p> <p><b>Context:</b> This is a chance for students to understand their transition from Year 6 to year 7 by exploring the ethos of UAE and for their teacher to get to know them. Students will create written pieces based on who they are.</p> <p><b>Skills:</b><br/>Developing sentence structure, spelling, vocabulary choice, punctuation, paragraphing and whole text structure.<br/>Retrieving and collating information<br/>Using verbal and non-verbal techniques to deliver an engaging presentation<br/>Developing use of PEAL to write about texts<br/>Developing my own inferences based on how my own written language is</p> | <p><b>University Challenge:</b></p> <p><b>Formula 1</b></p> <p><b>Myths and Legends</b></p> <p><b>Context:</b> Students will explore popular myths and legends and focus on the reading skills to analyse texts.</p> <p><b>Skills:</b><br/>Retrieving and collating information and developing our inferences by considering more than one interpretation<br/>Show an understanding of the relationship between Heroes' and Formula One drivers' characteristics through myths<br/>Select, synthesise evidence and use textual references, including quotations, to support and illustrate interpretations on theme, character and setting of myths<br/>Develop an informed and critical personal response to myths and legends</p> | <p><b>University Challenge:</b></p> <p><b>TFL</b></p> <p><b>Travel Writing</b></p> <p><b>Context:</b> Students will analyse different types of travel writing pieces in order to structure and create their own travel writing piece.</p> <p><b>Skills:</b><br/>To explore the implicit and explicit meaning of texts.<br/>To apply both descriptive and rhetorical devices in written pieces.<br/>To write for a particular purpose and audience.<br/>To explore the conventions of travel writing pieces.<br/>To create role plays based on travel writing.<br/>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different</p> | <p><b>University Challenge:</b></p> <p><b>War</b></p> <p><b>Poetry</b></p> <p><b>Context:</b> Students will analyse different forms of poetry and focus on comparing two poems towards the end of the module. The final piece will be a comparison essay.</p> <p><b>Skills:</b><br/>Develop a general definition and understanding of poetry<br/>Develop comprehension skills (i.e. identify various poetic devices used in poems)<br/>Contrast prose and poetry<br/>Create a simple poem using adverbs and adjectives for effect<br/>Develop comprehension skills (i.e. identify various literary techniques used in poetry)<br/>Understand various themes in poetry (love, happiness, death, conflict, etc.)</p> | <p><b>University Challenge:</b></p> <p><b>Sustainability</b></p> <p><b>Media Unit</b></p> <p><b>Context:</b> Students will be analysing different types of media texts. Students will then explore conventions of magazine writing, article writing, letter writing and the film reviews in order to create their own film review.</p> <p><b>Skills:</b><br/>To explain, comment and analyse how writers' use presentational and language devices effectively<br/>To interpret explicit and implicit meanings conveyed in advertisements/ magazine front covers<br/>To use spoken standard English and paralinguistic features effectively in presentations<br/>To apply a range of vocabulary and sentence</p> | <p><b>University Challenge:</b></p> <p><b>Community/ Charity</b></p> <p><b>Novel Unit</b></p> <p><b>Context:</b> Students will be reading a novel, exploring the historical context surrounding it and understanding key themes.</p> <p><b>Skills:</b><br/>To be able to analyse texts using PEA paragraphing<br/>To use evidence to support points made in response to specific comprehension questions.<br/>To explore the writer's use of language and structure.<br/>To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts<br/>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different</p> |

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|  | <p>used for effect on the reader in non-fiction texts</p> <p>Reviewing and being reflective of my learning this module.</p> | <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts and use a range of vocabulary and sentence structures for clarity, purpose and effect on the reader</p> <p>Consolidating, blending and building on Creative Writing techniques</p> <p>Compare ideas and perspectives, as well as how these are conveyed, across two or more myths</p> | <p>forms, purposes and audiences</p> <p>To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> | <p>In-depth analysis of poetic conventions.</p> <p>Understand the difference between lyric, rhythm, haiku, and free verse poems</p> <p>Emulating the style and language of poets covered in this module</p> <p>Writing poetry bearing in mind the themes that have been covered in this module</p> <p>Evaluation of skills and assessment.</p> <p>Review of personal development.</p> | <p>structures for clarity, purpose and effect, with accurate spelling and punctuation in a magazine article for Sustainability Matters.</p> <p>To apply a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation in a letter to an Editor.</p> <p>To analyse critically the effectiveness of language use through PEAD/PEAL paragraphing</p> <p>To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>To apply a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> | <p>forms, purposes and audiences</p> |
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