



# NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



## Year 7 ENGLISH

STRAND	<b>October Assessment In Search of Adventure</b>	<b>December Assessment The Identity Kit</b>	<b>March Assessment Out of this World and Travellers’ Tales</b>	<b>June Assessment Making the News</b>	<b>Age Related Expectation</b> By the end of the year every student will be able to ....
	<p>Understand the main features of the adventure genre and relate them to own reading.</p> <p>Read critically to explore how setting, plot and characterization are established and developed.</p> <p>Draw on knowledge of purpose, audience for and context of non-fiction texts to support comprehension.</p> <p>Explore how punctuation, sentence lengths and structures are used to create tension and suspense.</p>	<p>Identify poetic devices and explore their effects.</p> <p>Comment on the effect of writers’ language choices, literary techniques and grammatical features.</p> <p>Analyse how texts are structured and explore how form contributes to meaning.</p> <p>Develop critical reflections and personal responses.</p> <p>Appreciate different narrative viewpoints in prose texts.</p> <p>Use inference to recognise the deeper meaning of a text.</p>	<p>Identify the main themes that reoccur in science-fiction texts.</p> <p>Understand how fiction texts can reflect the social, cultural and historical contexts in which they were written.</p> <p>Explore how writers control tension and suspense through the control of language choice and structure.</p> <p>Analyse the impact of a story opening.</p> <p>Experiment with different narrative viewpoints and create convincing characters and settings.</p>	<p>Evaluate the importance of different news stories.</p> <p>Recognize and use a range of techniques to summarize and present information and ideas effectively.</p> <p>Analyse the language and structure of a news report, identifying viewpoint and bias.</p> <p>Plan, draft and edit a TV news story script, communicating relevant information and ideas clearly and logically.</p> <p>Present a news report, speaking clearly and fluently with appropriate pace, volume and intonation.</p> <p><b>Making the News</b></p> <p><b>TEXTS: Extracts from:</b> TV News scripts. Newspaper stories.</p>	<p><b>READING</b></p> <p>Choose and read books independently for interest and enjoyment.</p> <p>Understand new vocabulary with the help of context, dictionaries and relating to known vocabulary.</p> <p>Make inferences and refer to evidence in the text.</p> <p>Know the purpose and audience of a piece of writing.</p> <p>Know the terms: simile, metaphor, image, adjective, adverb.</p> <p>Know the terms: rhyme, rhythm, rhyme scheme, verse, stanza, syllable, rhyming couplet, personification, alliteration.</p> <p>Know the terms: setting, character and plot.</p> <p>Know about different ways to stage a play.</p> <p><b>WRITING</b></p>



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<p><b>In Search Of Adventure</b></p> <p><b>TEXTS: Extracts from:</b>          The Seven Basic Plots by Christopher Booker          The Hobbit by JRR Tolkien          Bone by Jeff Smith          In the Polar Regions by Elizabeth Bradfield          Robinson Crusoe by Daniel Defoe          Nation by Terry Pratchett          Adventures in Mind by Heather Dawe          The Journal of Captain Scott          EVA 23 by Luca Parmitano          Four Corners by Kira Salak.</p> <p><b>ACTIVITIES:</b>          Pair, group and class discussion.          Reading Comprehension.          Script-writing.          Performing a poem.          Continuing a story.          First person writing.</p>	<p><b>The Identity Kit</b></p> <p><b>TEXTS: Extracts from:</b>          Isn't My Name Magical? By James Berry          Tightrope by Gillian Cross          The Gruffalo by Julia Donaldson          If by Rudyard Kipling          Wonder by RJ Palacio          Differences by Sophie Hannah          The Outing by Dylan Thomas          The Tall Woman and her Short Husband by Feng Ji-cai          Well Done by Dreadlock Alien.</p> <p><b>ACTIVITIES:</b>          Writing free verse.          Reading comprehension.          Pair, group and class discussion          Writing a formal letter.</p>	<p>Discuss issues and prepare arguments for debate.          Understand the various ways in which writers respond to travel experiences.          Evaluate the ways in which writers use language to describe their experiences, present their views and manipulate their readers' responses.          Compare two different texts describing the same place – focusing on form, tone and purpose.          Create a range of written and scripted spoken texts, taking into account the requirements of different audiences and purposes.</p> <p><b>Out of this World</b></p> <p><b>TEXTS: Extracts from:</b>          Frankenstein by Mary Shelley</p>	<p><b>ACTIVITIES:</b>          Pair, group and class discussion.          Reading comprehension.          Assessing the newsworthiness of different stories.          Writing a formal email.          Adding visual imagery to a news report.          Explore emotive language and bias.          Summarising a newspaper story.          Writing a broadcast script.          Presenting the news.</p> <p><b>SPAG</b>          Weekly spelling and vocabulary test.          Weekly grammar homework sheet.          Daily SPAG starter.</p> <p><b>END OF UNIT ASSESSMENT</b>          Presenting the News</p>	<p>Write a report, story, script, poem, talk, presentation, argument, personal and formal emails and letters.          Use the literary devices they have experienced from reading in their own writing.          Use the full range of punctuation.          Organise their continuous prose writing into sentences and paragraphs.          Have a sound knowledge of all the verb tenses.          Know the writing process: plan, draft, redraft, publish.</p> <p><b>GRAMMAR AND VOCABULARY</b>          Extend and apply grammatical knowledge from Key Stage 2 programme (word, sentence, text, punctuation, terminology)          Comment on grammatical features in a text.          Use new vocabulary in writing and in speech.          Use Standard English confidently in writing and speech.          Discuss reading, writing and spoken language.</p> <p><b>SPOKEN ENGLISH</b>          Use Standard English confidently in class discussions.</p>
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	<p>Writing an email and a formal letter. Research homework.</p> <p><b>SPAG</b> Weekly spelling and vocabulary test. Weekly grammar homework sheet. Daily SPAG starter.</p> <p><b>END OF UNIT ASSESSMENT</b> Analysing Literary Non-fiction Extracts.</p>	<p>Rewriting verse as prose and examining the effect. Writing within a poetic structure. Comparing third and first person narratives. Writing in a colloquial style. Use metaphor and simile in a description. Use a range of poetic devices in own writing.</p> <p><b>SPAG</b> Weekly spelling and vocabulary test. Weekly grammar homework sheet. Daily SPAG starter.</p> <p><b>END OF UNIT ASSESSMENT</b> Analysing and recommending poems for public display.</p>	<p>True Love by Isaac Asimov War of the Worlds by HG Wells Exodus by Julie Bertagna Mortal Engines by Philip Reeve The Tempest by William Shakespeare</p> <p><b>ACTIVITIES:</b> Pair, group and class discussion. Reading comprehension. Writing a story opening. Write an informal email. Write to argue. Write descriptions</p> <p><b>SPAG.</b> Weekly spelling and vocabulary test. Weekly grammar homework sheet. Daily SPAG starter.</p> <p><b>END OF UNIT ASSESSMENT</b></p>		<p>Give presentations, expressing ideas and keeping to the point. Build on and respond to what has been said in debate or discussion. Select language for purpose in a performance. (poetry, play script) Use tone, intonation, volume, mood, silence, stillness and action to add impact.</p>
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			<p>Writing the Opening of a Science-Fiction Story</p> <p><b>Travellers' Tales</b></p> <p><b>TEXTS: Extracts from:</b> Death in Varanasi by Geoff Dyer Huancayo Travel Guide The Old Patagonian Express by Paul Theroux Your Guide to Eating Insects in Bangkok Tales from the Edge of the Sahara by Mandy Huggins The Travels of Sir John Mandeville by Sir John Mandeville</p> <p><b>ACTIVITIES</b> Pair, group and class discussion. Reading comprehension. Create a voice-over. Writing to give advice. Writing a speech to persuade.</p>		
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			<p>Writing a short mood-change story. Writing a tall story.</p> <p><b>SPAG</b> Weekly spelling and vocabulary test. Weekly grammar homework sheet. Daily SPAG starter.</p> <p><b>END OF UNIT ASSESSMENT</b> Writing the script for a podcast Designed for Young People.</p>		
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