

GEMS Y7 LONG TERM PLAN 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Language through Time	<i>Wolf Wilder</i> <i>Billionaire Boy</i> for nurture groups	<i>Animal Farm</i> <i>Oliver Twist</i> for nurture group		Shakespeare Much Ado About Nothing A Midsummer Night's Dream	Power Poetry 2023
					English class reader: <i>Island at the End of Everything</i>	
Why this? Why now?	Begin KS3 with knowledge of English literature timeline. Knowledge of how the English language has developed and changed over time. Heroes and masculinity, gender roles links to texts studied in KS3.	Links to violence and death in <i>Wolf Brother</i> from Y5. Breaks down gender stereotypes.	Russian historical context continued from Wolf Wilder. Dickens studied at GCSE. Continue to develop understanding of relationships with texts and the time they were written.		Continues themes of social relationships – links to themes of honour in other plays. Shakespeare play studied every year. Drama opportunities outside.	In preparation for OMAM in Y8. Poems grouped by theme and concepts – poetry studied every year.
Skills (handwriting practice, appreciation and love of reading, spoken English skills throughout)	Work out the meanings of words from the context. Identify themes in a text. Make inferences, evaluations and comments. Explore how language is used for impact on the reader and how structure contributes to meaning. Organise and present whole texts effectively. Vary sentences for clarity, purpose and effect. Write with technical accuracy/ proof-read.	Move from PEE paragraphs to PETAL paragraphs. Track how the writer develops and shapes character through the novel. Make inferences, evaluations and comments. Explore how language is used for impact on the reader and how structure contributes to meaning – analysis of chapters. Recommend books to their peers supported by reasons for making their choices – presentations.	Understand increasingly challenging texts. Comment on the overall effect on the reader (PETAL) Work out the meanings of words from context or similar modern/root words. Evaluate how authors use language. Make comparisons with earlier texts, e.g. uprising, revolution in <i>Wolf Wilder</i> . Study the effectiveness and impact of the grammatical features of the texts they read – close analysis of extracts. Summarise and organise material with supporting ideas and arguments with any necessary factual detail. Draw on what they have read as models for own writing. Describe character and setting. Increase technical accuracy. Practise spellings new vocabulary accurately.		Comment on the overall effect on the audience (PETAL) Work out the meanings of words from context or similar modern/root words. Explore language use. Make comparisons with earlier texts, gender roles, and social relationships. Increase technical accuracy. Practise spelling new vocabulary accurately. Comparative essay writing skills – comparing characters. Rehearse and perform play scripts.	Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. Summarise and organise material with supporting ideas and arguments with any necessary factual detail. Speak confidently and effectively when giving presentations.

Knowledge	Language is always evolving – migration and trade, technology and new inventions, change in meaning of words. Old English – Middle English – Shakespearean – Victorian – modern. Heroes, villains, masculinity, gender roles, stereotypes.	Revolution, tyranny, friendship, adversity. Nurture Group Understanding of the world around us from poverty to affluence, the importance of friendship, the effects bullying, relationships, loyalty.	Historical context, revolution, social class, communism, capitalism, democracy, dictatorship. Nurture Group Historical context, Victorian England, child poverty, workhouses, social classes.		Relationships, misogyny, know the relationship between texts and the time they were written. Knowledge of hierarchy and place in society (Chain of being). Matchmaking and rivalry. Power of language.	Equality, diversity, racism, discrimination. Themes of bravery, fear, sacrifice, solidarity, relationships, self-respect, confidence. Defying oppressive social expectations.
Vocabulary (WOTD/pre-teach/RFP/unseen texts)	Archaic, accent, dialect, slang, migration, heroes, masculinity.	Agitator, reputation, aristocrat, treason, requisitioners, insolent, withering, stark, folly, Tsar, rifle, barracks, superstition. Nurture Group Entitlement, affluent, poverty, bullied, selfish, precaution, theme, decrepit, havoc.	Allegory, tyrant, dictator, corrupt, oppression, satire, hierarchy, allusion, spin doctor, pseudo facts. Nurture Group Dickensian, Victorian, workhouse, orphanage, criminal, violent, perishing, vulnerable, miserable, neglected, streetwise.		Slander, scorn, disdain, melancholy, disparage, tedious, reproach, blithe, honour, dishonour, deception.	Discrimination, apartheid, segregation, struggle, slavery, identity.
Assessment	Reading: move from PEE to PETAL Fortnightly writing challenges and unseen text analysis	Wolf Wilder Reading and Writing Assessments Fortnightly writing challenges and unseen text analysis Reading Journal presentations	Chapter extracts and questions PETAL Redraft PETAL Fortnightly writing challenges and unseen text analysis	Unseen Reading and Writing Assessments Fortnightly writing challenges and unseen text analysis	Unseen Reading and Writing Assessments Fortnightly writing challenges and unseen text analysis	Hero Talks SLIME Fortnightly writing challenges and unseen text analysis Redraft writing
Literacy focus (bell activities, analysis, grammar homework)	Statements, questions, commands – Clauses – Phrases - Commas to mark phrases/clauses - Semi-colons – Conjunctions - Exclamation marks - Commas in a list - Commas to mark phrases/clauses - Apostrophes to show omission/contraction - Apostrophes to show possession - Nouns, adjectives, verbs, adverbs - Capital letters – Pronouns – Prepositions – Determiners - Inverted commas - Direct and indirect speech - Tense agreement - Subjunctive forms - Cohesive devices - Use of ‘I’ and ‘me’ - Double negatives - Full stops - Question marks – Synonyms – Antonyms – Prefixes – Suffixes – Plurals – Parenthesis – Ellipsis – Colons - Active and passive - Cohesive devices - Verb types – Hyphens – Dashes - Semi-colons - Colons					

Homework (set one reading based activity plus grammar work and spellings each fortnight)

Autumn term: pupils complete a reading for pleasure journal and present their work before Christmas

Spring term: set homework for pupils to learn quotes by heart and learn poems by heart

Summer: Social Historical Context homework and Talks homework – present on a key figure (hero)