



# Year 7 – Journeys of Discovery

## Spring Term - Identity Poetry



West Kirby  
Grammar School

Learning about this topic is important because: Poetry is one of the most important art forms in human history, informing conversations about human nature across different cultures and time periods. It is a crucial form of English.

This builds on: Year 7 poetry linked to novel.

This leads to: Family poetry in Year 8; Shakespeare in Year 9; Anthology poetry and unseen poetry - GCSE.

We will learn:

- How to recognise poetic structures
- How to identify poetic terms and features
- How to annotate literary texts
- To consider the author's intent in creating effects with language including tone
- To consider the importance of structure and how it can be used to create effects
- To consider the effects of an author's historical, social and literary context and how that can affect their work
- To make links between poems by different writers
- How and why poets create personas
- To evaluate your own literary choices

We will develop/practise skills including:

- Annotating and identifying key features
- Analysing key features
- Exploring meaning
- Considering reader response
- Discussing interpretations
- Writing analytical paragraphs
- Understanding the effects of literary devices
- Writing our own poetry in different forms
- Identifying our own techniques and evaluating why we chose them
- Identifying links between poems by different writers

Some of the vocabulary that we will use includes:

Evaluation, Persona, Structure, Stanza, Tone

You could learn more about this topic by:

- Read a range of poetry - Grace Nichols, Wendy Cope, Lewis Carroll, William Blake, Simon Armitage, Foyle Young Poets winners, anthologies.
- Read poetic novels - Sarah Crossan, Elizabeth Acevedo, Kwame Alexander, Nadine Aisha Jassat (speak to the librarian for more recommendations)
- Listen to music - songs have lyrics!

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

**Your own poem about identity**

**A commentary exploring the choices that you made and why**



## YEAR 7 English - Journeys of Discovery Summer Term - MYTHS



<p>Learning about this topic is important because: myths are ancient stories from various cultures providing valuable explanations about life and its events for that culture. As myths are narratives, studying them will provide further experience of narrative reading and writing skills.</p>	
<p>This builds on: the study of mythology or other narrative writing at KS2, narrative reading skills in Y7: Term 1</p>	
<p>This leads to: comprehension skills and narrative writing skills in the 'Twisted Tales' unit in Y8.</p>	
<p>We will learn:</p> <p>The origins of Greek mythology and its conventions          The heroes and mythical creatures in Greek mythology          Female characters in Greek myths          Myths will include:</p> <ul style="list-style-type: none"> <li>- Theseus and the Minotaur</li> <li>- Heracles and Cerberus</li> <li>- Perseus and Medusa</li> </ul>	<p>We will develop/practise skills including:</p> <p>Comprehension, such as information retrieval, summarising ideas, sequencing information and inference skills.</p> <p>Narrative writing, particularly description, with a focus on developing descriptive vocabulary.</p>
<p>Some of the vocabulary that we will use includes:</p> <p><b>Adaptation:</b> the process of taking a literary work and presenting it in a particular way</p> <p><b>Conventions:</b> characteristics or elements that make up a particular genre</p> <p><b>Mythology:</b> a collection of traditional stories belonging to a particular cultural tradition</p> <p><b>Imagery:</b> the collective term for literary devices such as simile, metaphor and personification used to create layers of meaning in a text</p> <p><b>Sensory language:</b> language that is used to convey ideas relating to the five senses (Sight, hearing, touch, taste, smell)</p>	<p>You could learn more about this topic by:</p> <p>Reading 'Mythos' and/or 'Heroes' by Stephen Fry</p> <p>Watching Greek myths @ <a href="https://www.youtube.com/playlist?list=PLfv3tA5AoEjCu7zUAksOw2AtFKPAeJXKZ">https://www.youtube.com/playlist?list=PLfv3tA5AoEjCu7zUAksOw2AtFKPAeJXKZ</a></p>
<p>Your teacher will assess your knowledge &amp; understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:</p> <p>Reading - End of Y7 reading assessment (comprehension)          Writing - End of Y7 writing assessment (descriptive writing)          Spoken language - presentation of creative project</p>	



# Year 7 English – Reading Lessons



Learning about this topic is important because: reading introduces you to people and places you have never met, have never been, or may never even have existed. Reading expands the limits of your world and the limits of your language, as well as being a source of inspiration, comfort and pleasure throughout one's life. Reading for pleasure is associated with higher academic outcomes in every subject; it can unlock your potential and take you places you may never have imagined for yourself. It is also a chance for you to share your interests and enthusiasms outside of school with your teacher and peers.

This builds on: *The Bone Sparrow* in Autumn term year 7, reading for pleasure and enjoyment in primary school, KS2 phonics.

This leads to: Myths and Legends in Summer term year 7, further reading lessons in year 8, *Twisted Tales* in year 8, year 9 novel study *We Have Always Lived in the Castle*

We will learn:

- How to choose books for interest and enjoyment.
- How to read to ourselves over extended periods of time.
- Sharing our interests and enjoyment in books and authors.
- Writing for pleasure about the books and authors we read.
- How authors have explored journeys or discovery and self-discovery through time.

We will develop/practise skills including:

- Silent, independent reading for fluency and enjoyment.
- Speaking and listening skills including sharing enthusiasms, expressing opinions and debating difficulties.
- Writing for pleasure and self-expression.
- Writing creatively and critically inspired by the books you read for pleasure.

Some of the vocabulary that we will use includes:

- Characterisation
- Narrative
- Conventions
- Adaptation
- Self-discovery

You could learn more about this topic by:

- Visiting the school library.
- Talking to a parent or older sibling about the books they loved when they were younger.
- Talking to your teacher about the books they would recommend.



Some of the key pieces of work for this unit: a reading log, in which you will keep track of the books you read as well as your thoughts, opinions, ideas and feelings in the form of a journal. Your teacher will also give you a choice of creative writing tasks based on the books you read, encouraging you to explore and experiment with the characters, narratives and genres you like.



# Year 7 – Journeys of Discovery

## Autumn Term - *The Bone Sparrow*



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Learning about this topic is important because: it helps to improve close reading skills and learn skills of evaluation, analysis and inference. It provides opportunities for writing for a variety of purposes and audiences

This builds on: The reading and writing skills gained in KS2

This leads to:

'Myths and Legends' in summer

'Twisted Tales' unit in Year 8

We will learn:

How authors create characterisation

How narrative is developed across a novel

How to explore meaning through metaphors and symbolism

Close reading and language analysis

Paragraphing skills

Transactional writing skills: review writing

The importance and impact of contextual factors

We will develop/practise skills including:

Inference

Evaluation

Analysis

Extended writing

Fluency and technical accuracy

Writing for a specified purpose and audience

Exploring the impact of context

Some of the vocabulary that we will use includes:

Narrative, Metaphor, Symbolism, Context, Characterisation

You could learn more about this topic by:

Reading further works by the author

Reading film/ book reviews / magazines (online)

Researching the context of the novel further



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

1. Extract question on the character of Beaver (reading)
2. Review (writing) book



# Year 7 English – ‘The Village’

**Learning about this topic is important because:** it helps to improve an understanding of non-fiction techniques, develops an understanding of dramatic devices, increases an understanding of characterisation and provides the opportunity to work collaboratively to develop oracy.

**This builds on:** collaborative oracy skills learnt at KS2, the explorations of nonfiction writing from KS2, the non fiction (review) studied in Term 1.

**This leads to:** ‘The Apprentice’ unit in Year 8 and the study of persuasive writing, and group collaboration to develop oracy and presentational skills.

**We will learn:**  
 To research the meaning of place names - **etymology**  
 To develop character - **idiolect**  
 To write and perform **monologues** - **informal language/idiolect**  
 To work collaboratively in groups and develop confidence in oracy skills  
 To understand the impact of presentation and **layout** in non-fiction texts - **formality**  
 To understand how to analyse and use persuasive and informative writing techniques - **formality**

**We will develop/practise skills including:**  
 Using dramatic techniques  
 Writing drama texts  
 Performing drama texts  
 Analysing the language of newspaper reports  
 Persuasive writing  
 Oracy skills

**Key Vocabulary:**  
**Etymology** - looking at the origin and history of words and how their meanings have changed over time.  
**Formality** - formal v informal. Formal language will have a serious and impersonal tone whereas informal language will be friendly and personal.  
**Idiolect** - a person’s specific and unique way of speaking. Everyone has their own idiolect that differs from the way other people talk.  
**Layout** - the way in which text and pictures are set out on a page.  
**Monologue** - a speech delivered by one person often to express their thoughts and feelings.

**You could learn more about this topic by:**  
 Researching, reading and watching performances of other monologues e.g. ‘Talking Heads’,  
 Reading newspaper articles/reports

**Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:**

- Dramatic monologue (speaking)
- Newspaper Article (writing)