

English: Year 7 Summer Term – Stepping outside of texts to explore writers and contexts

Date	Key tasks	Notes
<p><i>Please note that dates may differ slightly from class to class, depending on the levels of mastery achieved.</i></p> <p>21st April</p>	<p>To understand how the importance of the context in which texts are set and/or written</p> <ol style="list-style-type: none"> Key vocabulary will be introduced to the students to allow them to explore this term's topics in a specific and clear manner. The key words for this section of learning will be poverty, workhouse, illiterate and social context. With a focus on non-fiction, students will start exploring what life was like for poorer people, especially children in the 1800s and 1900s and what it was like to live in London. It is important that students see texts as belonging to a particular time and place and what influences or inspires writers. <p>CHECK IN: Students will be asked to either fill in the gaps of a text or respond to some questions to test their understanding of the context in which the texts we will be looking at in detail this term are set.</p>	<p>This section of learning will contain a range of non-fiction texts, focusing on social context. These do not need to be printed.</p>
<p>27th April</p> <p><i>Please note the previous sequence is likely to run into one or two lessons of this week.</i></p>	<p>Prose extracts</p> <ol style="list-style-type: none"> Students will start exploring the way in which a range of writers portray the hardships of being a child in Victorian England. Students will focus on how a writer portrays characters – this will build on work we did on characterisation in the Spring Term. In this section of learning, we will revisit STEAL and stock character for character analysis and add the key words: rounded character and dynamic character. We will also be revisiting empathy, a word we introduced in the Spring Term in our study of 'The Tempest'. Alongside of exploring characterisation, students will explore the impact of the texts' social context. <p>CHECK IN: How has the writer made us feel empathy for the character, Tom, in this extract from 'The Water Babies'?</p>	<p>This section of learning will contain a range of prose extracts, mainly from pre-twentieth century writers. There is no need to print out these extracts.</p>
<p>18th May</p>	<p>Poetry</p> <ol style="list-style-type: none"> Students will look at how poets drew attention to the plight of poor children who were forced to work in the 1800s. During this sequence of lessons we will look at the messages the poets deliver and revisit students' understanding of the techniques they use. In particular we will look at: image/imagery, alliteration, rhyme, simile, metaphor, repetition, rhetorical question and stanza <p>CHECK IN: The students will be set a question that explores how an idea is explored in one of the poems.</p>	<p>Please do not feel required to print the poems out.</p>
<p>MAY HALF TERM</p>		
<p>8th June</p>	<p>Smith</p> <ol style="list-style-type: none"> Students will be introduced to the context of the novel at first, recapping on what they know and introducing the idea of a picaresque novel. We will also recap on the idea of stock, rounded and dynamic characters, as well as recapping on STEAL for character analysis and introducing the idea of internal perspective. The main characters of the story and their situations will be introduced to the class. Their initial characterisation will be analysed and students will put together their first impressions of these characters using STEAL. We will also look at the writer's choice of his main characters' names. Students will begin to read the novel, focusing on how Leon Garfield introduces key plot, descriptive detail and characters to show what life was like at this time. <p>CHECK IN 1: What are our impressions of Miss Mansfield? (Students will use STEAL to complete this task.)</p> <p>CHECK IN 2: How does the writer, Leon Garfield, help us to understand what life was like for boys like Smith in the eighteenth century?</p>	<p>We will adjust the study of this whole text if necessary and deliver it around key extracts. This sequence will take longer and will be expected - to last up to around 5 or 6 weeks.</p>
<p>6th July</p>	<p>Creative focus – students will focus on building the skills to write their own piece. This might be the creation of an extra chapter for the novel – a chapter when Mr Field makes his shocking discovery or might be based around an idea from another text.</p>	
<p>SUMMER HOLIDAYS</p>		