# ENGLISH Year 7 Curriculum End Points and Key Vocabulary

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| **Ethos Links** | **Milton Keynes** – Links to celebrating our local community. **Sustainability** – Persuasive speeches focused on improving local sustainability. | **Character** – Respect, responsibility, kindness. | **Character** – Respect, responsibility, kindness, tolerance **STEM** – Use of technology to tell stories | **Character** – Respect, responsibility, difference | **Character** – respect, responsibility, kindness **STEM** – Importance of technology and engineering to Victorian era | **Character** – Respect, responsibility, tolerance **STEM** – Importance of technology and engineering to Victorian era |
| **Learning End Points** | **Project-based Unit** Do It Write: Welcome to MK. **READING & WRITING** By the end of this unit, students will know and understand: <br>➢ How to read and understand a variety of text types written in secondary English, such as descriptions, poetry, travel writing, letters, speeches, advertising, and articles. <br>➢ The features of a variety of | **Contemporary Novel** *Wonder* by J.G. Palacio **READING** By the end of this unit, students will know and understand: <br>➢ How the main character develops throughout the novel. <br>➢ How secondary characters provide a contrast to the main character. <br>➢ The significant events and ideas in the novel. | **Film Studies** The Art of Storytelling **READING** By the end of this unit, students will know and understand: <br>➢ How storytellers use techniques such as setting, character, plot and structure to create meaning. <br>➢ Different conventions of moving image texts such as camera shots, angles, movements and elements of setting the stage | **Poetry Anthology** Character and Voice **READING** By the end of this unit, students will know and understand: <br>➢ How poets use character and voice to create meanings <br>➢ That character/ voice in a poem is not always that of the poet. <br>➢ Language techniques specific to poetry (e.g. simile, metaphor, repetition.) | **Victorian Themed Novel** *The Ruby in the Smoke* by Phillip Pullman **READING** By the end of this unit, students will know and understand: <br>➢ Relevant Victorian context such as class, poverty, empire, and gender. <br>➢ The significant events and ideas in the novel. <br>➢ How the protagonist develops throughout the novel and how | **Victorian Themed Novel** *The Ruby in the Smoke* by Phillip Pullman **READING** By the end of this unit, students will know and understand: <br>➢ Relevant Victorian context such as class, poverty, empire, and gender. <br>➢ The significant events and ideas in the novel. <br>➢ How the protagonist develops throughout the |

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| | different text types.<br>➤ Persuasive language techniques using the acronym 'AFOREST'. | **WRITING**<br>By the end of this unit, students will know and understand:<br>(Accuracy)<br>➤ The rules of standard types of punctuation (such as full stops, commas, speech marks, apostrophes).<br>➤ How to use them across a variety of text types and writing purposes. | (known as mise en scène)<br><br>**WRITNG**<br>By the end of this unit, students will know and understand:<br>(Organisation)<br>➤ How and when to paragraph.<br>➤ The rules and features of screenplay writing such as stage directions and dialogue. | **WRITING**<br>By the end of this unit, students will know and understand:<br>(Language)<br>➤ The difference between a simile and a metaphor.<br>➤ How writers use language techniques in their description to show, not tell. | she relates to attitudes to gender.<br>**WRITING**<br>By the end of this unit, students will know and understand:<br>(Sentences)<br>➤ How to construct proper sentences using the essential elements (subject, verb and object)<br>➤ Sentence demarcation.<br>➤ Basic sentence types of simple, compound and complex. | novel and how she relates to attitudes to gender.<br><br>**WRITING**<br>By the end of this unit, students will know and understand:<br>(Speaking and listening)<br>➤ The themes in the novel such as women's rights.<br>➤ How to plan and write a speech.<br>➤ How to express their own ideas in response to the themes.<br>➤ How to consider other perspectives as well as their own to provide a balanced argument. |
| **Key Vocabulary** | Article<br>Develop<br>Actually<br>People<br>Sincerely<br>Community<br>Explanation<br>Inquire<br>Listening<br>Environment | Precept<br>Defect<br>Plague<br>Theme<br>Monument<br>Contagious<br>Conscience<br>Beautiful<br>Embarrass | World<br>Shot type<br>Movement<br>Visual<br>Angle<br>Structure<br>Character<br>Structure<br>Establishing<br>Mise en scène | Voice<br>Rhyme<br>Simile<br>Repetition<br>Alliteration<br>Stanza<br>Metaphor<br>Character<br>Enjambment<br>Onomatopoeia | Criminal<br>Opium<br>Protagonist<br>Victorian<br>Industrial Revolution<br>Photography<br>Stereoscopic<br>Incoherent<br>Bohemian<br>Formidable | Criminal<br>Opium<br>Protagonist<br>Victorian<br>Industrial Revolution<br>Photography<br>Stereoscopic<br>Incoherent<br>Bohemian<br>Formidable |

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