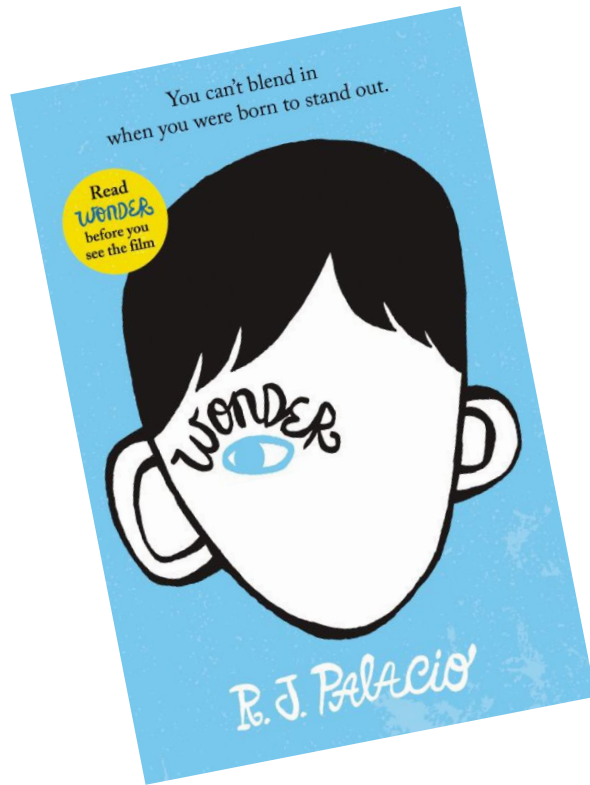


Year 7 - English - Topic: Wonder by R.J. Palacio



Important information

Plot

Wonder is a powerful story of a ten-year-old boy named August Pullman who was born with a severe facial disfigurement. A young boy starts a new school but struggles to fit in due to a facial deformity.

Themes

Prejudice, self-acceptance, friendship, bullying, courage, family, resilience and tolerance.

Setting

Set in North America in suburban New York, they live in a place called North River in Upper Manhattan near Central Park and near August's new school which is called Beecher Prep.

Context

Palacio wrote *Wonder* after an incident where she and her three-year-old son were waiting for ice cream. Her son noticed a girl with facial birth defects. Fearing he would react badly, Palacio attempted to move her son, but this only made the situation worse. She wanted to write about this to try and teach society a valuable lesson.

LEARNING PROCESS

1 VISIT

- Read the text with your class and teacher.
- Complete comprehension tasks.
- Consider your personal response.



2 ANALYSE

- 'Zoom' in on key quotes.
- Track themes and symbols throughout the text.
- Complete a reading assessment: review, character study or extract question.



3 COLLABORATE

- Discuss your ideas with your peers.
- Create persuasive arguments, both written and verbal.
- Present key ideas to the group.



4 REFLECT

- Complete DIRT task related to your assessment.
- Reflect on key skills covered.
- Consider how this unit can help you in your future learning.



Year 7 - English - Topic: Wonder by R.J. Palacio



Key Vocabulary	Definition
Anomalies	<i>Something that is different from the standard, normal or expected</i>
Aversion	A strong dislike of something
Treacher Collins syndrome	A rare, genetic condition effecting the way the face develops , especially the cheekbones, jaws, ears and eyelids.
Cleft palate	A split or indentation on the surface of the mouth
Electives	<i>A course that is chosen by the students</i>
Phony	<i>Not genuine or trustworthy</i>
Empathy	<i>Understand or share the feelings of others.</i>
Spiteful	<i>Showing meanness on purpose.</i>
Precept	<i>A rule of personal conduct</i>
Jitters	<i>Feelings of extreme nervousness</i>
Euphoric	<i>A feeling of intense excitement</i>
Obnoxious	<i>Extremely unpleasant</i>

Typical Tasks

Creative Tasks

- Character profiles
- Storyboard
- Diary entries

Analytical Tasks:

- Analysing key quotations
- Tracking key themes
- Responding to extract question

Reflection Tasks:

- Peer and self-assessment.
- Directed Improvement and Reflection Time.



Learning Checklist:

- I can write in a critical style.
- I can use quotes from the text to support my interpretations.
- I can analyse the use of language and comment on its effect.
- I can examine the structure of a text and its effect on the reader.
- I can identify and comment on key themes in a novel.
- I can provide my own personal response to a text.
- I can evaluate the effect of key quotes on the text.

Main Characters

August (Auggie) Pullman	Auggie is a ten-year-old boy who was born with a facial deformity.
Olivia Pullman (Via)	Auggie's older sister
Summer	Auggie's first new friend
Isabel and Nate Pullman	Auggie's parents, who can be overprotective of him
Jack	Eventually, Jack does become a true and honest friend to Auggie.
Julian Albans	A student at school who is consistently mean to Auggie
Justin	Via's boyfriend
Miranda	Via's best friend
Mr Tushman	The principal of Beecher Prep, who tries his best to make Auggie feel welcome.



Year 7 - English - Topic: Julius Caesar

Key Vocabulary	Definition
 Kingship	One person is the king and leads a kingdom.
 Power	Having the ability to control or influence what happens.
 Democracy	People can vote to make decisions and everyone's voice matters.
 Ambition	When you really want to achieve something and work hard for it.
 Conflict	When people don't agree and might argue or fight.
 Manipulation	When someone tries to make you do things their way by tricking or convincing you.
 Supernatural	Things that are strange or magical and can't be easily explained.
 Prophecy	Like a special prediction about the future, often linked to something important.
 Compassion	Caring about others and wanting to help when they're in trouble.
 Grief	Feeling very sad when someone you love is gone.
 Loss	When you no longer have something or someone you care about.
 Persuade	Convincing someone to see things your way.
 Justice	Treating everyone fairly and making sure rules are followed.
 Noble	Being a really good and honourable person.
 Honourable	Doing the right thing and being honest and respectable.
 Eulogy	A special speech to remember and honour someone who has passed away.

LEARNING PROCESS

1

VISIT

- Read the text with your class and teacher.
- Complete comprehension tasks.
- Consider your personal response.



2

ANALYSE

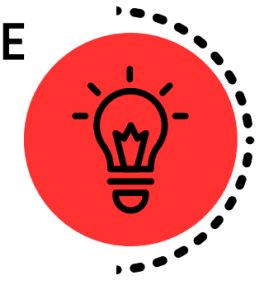
- 'Zoom' in on key quotes.
- Track themes and symbols throughout the text.
- Complete a reading assessment: review, character study or extract question.



3

COLLABORATE

- Discuss your ideas with your peers.
- Create persuasive arguments, both written and verbal.
- Present key ideas to the group.



4

REFLECT

- Complete DIRT task related to your assessment.
- Reflect on key skills covered.
- Consider how this unit can help you in your future learning.



Key Learning Outcome: Reading Assessment

You will explore key scenes from the play and reflect on themes of power, ambition and supernatural. You will analyse the way Shakespeare uses persuasive devices to convince his audience in Marc Antony's funeral speech.

Year 7 - English - Topic: Julius Caesar



Typical Tasks



Creative Tasks:

- Character role play
- Newspaper article
- Debate



Analytical Tasks:

- Analysing key quotes.
- Tracking key themes and big questions
- Tracking character development
- Responding to extract questions.



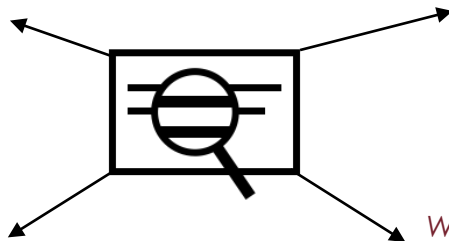
Reflection Tasks:

- Peer and self-assessment.
- Directed Improvement and Reflection Time.
- Responding to extract questions.

Key Tool: Quotation Analysis

What does the quote mean?

How does this quote affect the audience?



Which word can we 'zoom' in on?

What language devices can you analyse?

Taking it Further

Research:

Research the **context** of Shakespeare and Julius Caesar as historical figures.

<https://kids.britannica.com/students/article/William-Shakespeare/277015>

<https://www.history.com/topics/ancient-rome/julius-caesar>

<https://www.youtube.com/watch?v=HRSPUMAMoGA>

Watch:

- A video summary of the play:

<https://www.youtube.com/watch?v=HRSPUMAMoGA>

- Performances of the play: <https://www.youtube.com/watch?v=FaT53k4NDm8> and <https://www.youtube.com/watch?v=9oXTQ-Cj9kl>

Wider Reading

It's been proven that reading for pleasure is the single most important indicator of a child's future success.

[Link to Accelerated Reader.](#)

[Link to 'Wider Reading' book list.](#)

Extended Writing

- Play reviews.
- Film Reviews.

Learning Checklist:

- I can write in a critical style.
- I can use quotes from the text to support my interpretations.
- I can analyse the use of language and comment on its effect.
- I can examine the structure of a text and its effect on the reader.
- I can sustain depth in my writing.
- I can identify and comment on key themes in a Shakespearean play.
- I can provide my own personal response to a text.
- I can evaluate the effect of key quotes on the text.



Year 7 - English - Topic: Prose Study

Key Vocabulary

Key Term	Definition
Prose	Verbal or written language that follows the natural flow of speech.
Evaluate	The process of deciding if something has been done in the best way and wondering what could be improved.
Analyse	To study or examine something in detail to discover or understand more about it.
Context	The circumstances in which a text is written and the circumstances in which the text is read.
Structure	How written text is organised - the way the story is ordered and shaped.
Symbolism	The use of words or images to symbolise specific concepts, people, objects, or events.
Themes	The main ideas that or meaning that run through a text.
Language Devices	Techniques that writers use to communicate a mood, feeling or theme more effectively.

Key Skills

AO1: To be able to write in a critical style, using quotations to support and illustrate interpretations.

AO2: To be able to analyse language, form and structure used by a writer to create meaning, beginning to use appropriate subject terminology.

AO3: To be able to understand the relationships between texts and the contexts in which they were written.

LEARNING PROCESS

1 VISIT

- Read the text with your class and teacher.
- Complete comprehension tasks.
- Consider your personal response.



2 ANALYSE

- 'Zoom' in on key quotes.
- Track themes and symbols throughout the text.
- Complete a reading assessment: review, character study or extract question.



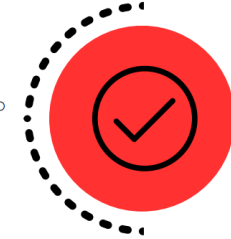
3 COLLABORATE

- Discuss your ideas with your peers.
- Create persuasive arguments, both written and verbal.
- Present key ideas to the group.



4 REFLECT

- Complete DIRT task related to your assessment.
- Reflect on key skills covered.
- Consider how this unit can help you in your future learning.



Key Learning Outcome: Reading Assessment

This may take the form of a character study, review, or analysis of a section of the novel, but will look at the writer's craft and choice of language for effect.



Year 7 - English - Topic: Prose Study



Creative Tasks:

- Character profile.
- Storyboard.
- Diary entry.



Analytical Tasks:

- 'Exploding' key quotes.
- Tracking key themes.
- Responding to extract questions.

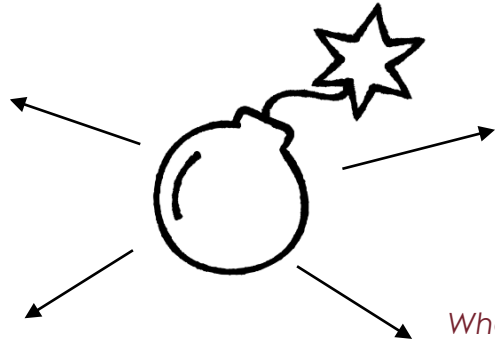


Reflection Tasks:

- Peer and self-assessment.
- **Directed Improvement and Reflection Time.**
- Responding to extract questions.

Key Tool: Quotation Explosion

What does the quote mean?



How does this quote affect the reader?

Which word can we 'zoom' in on?

What language devices can you spot?

Taking it Further

Research:

Research the **context** of your prose text (i.e., create a fact file on WW1 trenches for *Private Peaceful*.)

[Use this link to research WW1.](#)

[Use this link for 'The Boy Who Harnessed the Wind.'](#)

[Use this link for 'The 1,000 Year Old Boy.'](#)

Wider Reading

It's been proven that reading for pleasure is the single most important indicator of a child's future success.

[Link to 'Wider Reading' book list.](#)

[Link to Accelerated Reader.](#)

Extended Writing

- Book reviews.
- Film Reviews.
- Fictional writing (e.g., a letter to your favourite character.)

Learning Checklist:

- I can write in a critical style.
- I can use quotes from the text to support my interpretations.
- I can analyse the use of language and comment on its effect.
- I can examine the structure of a text and its effect on the reader.
- I can sustain depth in my writing.
- I can identify and comment on key themes in a novel.
- I can provide my own personal response to a text.
- I can evaluate the effect of key quotes on the text.

Year 7 - English - Topic: Poetry Study



Key Vocabulary

Language	How a writer uses words and phrases to have an impact on the reader.
Structure	The way the poem is ordered and shaped.
Tone	The mood captured throughout the poem.
Context	The circumstances that form the setting for something and allow us to understand it.
Writer's intention	What the writer wanted to achieve or convey within their poem.
Symbolism	The use of words or images to symbolise specific concepts, people, objects or events.
Themes	The main ideas that run throughout a poem.
Poetic	Specific choices that the writer makes when they create a text.
Techniques	To consider the effect of the writer's methods, by examining the impact they have on the reader.
Analyse	

Key Learning Outcome: Reading Assessment

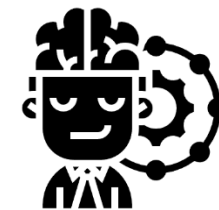
'For the Fallen' by Laurence Binyon reading comprehension and analysis.



Learning Checklist:



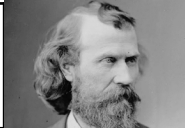




- I can read a poem aloud confidently.
- I can analyse the language used in a poem and its effect.
- I can analyse the poet's use of structure and its effect.
- I can identify the tone of a poem and any shifts in tone.
- I can apply relevant context to the poem and understand how it affects my interpretation of it.
- I can identify and comment on key themes in a poem.
- I can provide my own personal response to a poem.
- I can identify poetic techniques and their effect.

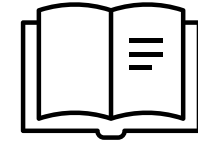
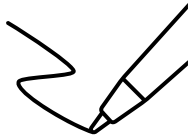


Year 7 - English - Topic: Poetry Study



Key Poets

William Ernest Henley	A British poet of the late Victorian era. His writings were characterised by conservative opinions and a stoic approach towards life.	
Rudyard Kipling	English poet and novelist, remembered for his celebration of British imperialism, his tales and poems of British soldiers in India and his tales for children.	
Laurence Binyon	English poet, dramatist and art historian. World War I came as a devastating experience and 'For the Fallen' won immediate recognition as the expression of the feelings of a disenchanted generation.	
Langston Hughes	American writer, who was an important figure in the Harlem Renaissance. He made the African American experience the subject of his writings, which ranged from poetry and plays, to novels and newspaper columns.	
Maya Angelou	Maya Angelou is a widely celebrated author. Her writing often deals with overcoming difficult times and experiences. She also worked under Dr Martin Luther King Jr and Malcolm X, as a civil rights activist.	
Imtiaz Dharker	Born in Pakistan and brought up in Scotland, Imtiaz Dharker is a poet, artist and documentary film-maker, who divides her time between London and India.	



Take it further...

Wider Reading:

- Read other famous poems by your favourite poet.

Extended Writing:

- Turn your favourite poem into a short story
- Write a letter to your favourite poet, explaining the effect that reading their poem had on you.

Oracy challenge:

- Read the poems aloud and mark the words and lines that should be stressed. How does the rhyme and rhythm affect how you read the poem?

Year 7 - English - Topic: Poetry Study



Key Term	Definition
Epic Poem	<i>A long, narrative work of poetry that tells the story of heroic deeds.</i>
Folk Tale	A story that has been passed down through generations, usually by word of mouth.
Tragedy	Deals with tragic events and an unhappy ending.
Tragic Hero	<i>In Literature, a tragic hero is a character with heroic or noble traits, but also a fatal flaw that ultimately leads to their downfall.</i>
Fatal Flaw	<i>A significant weakness that leads to a character's tragic downfall.</i>
Mythical Creature	<i>Supernatural animals, beings or hybrids that don't exist in real-life.</i>
Myth	<i>Old tales filled with magical creatures, gods and mystery. They are not based on facts or reality.</i>
Legend	<i>A legend is a story that is partly true, based on historical facts or about a real person.</i>

AO1: To be able to write in a critical style, using quotations to support and illustrate interpretations.

AO2: To be able to analyse language, form and structure used by a writer to create meaning, beginning to use appropriate subject terminology.

AO3: To be able to understand the relationships between texts and the contexts in which they were written.

Key Skills

LEARNING PROCESS

1 VISIT

- Read the text with your class and teacher.
- Complete comprehension tasks.
- Consider your personal response.



2 ANALYSE

- 'Zoom' in on key quotes.
- Track themes and symbols throughout the text.
- Complete a reading assessment: review, character study or extract question.



3 COLLABORATE

- Discuss your ideas with your peers.
- Create persuasive arguments, both written and verbal.
- Present key ideas to the group.



4 REFLECT

- Complete DIRT task related to your assessment.
- Reflect on key skills covered.
- Consider how this unit can help you in your future learning.



Key Learning Outcome: Writing Assessment

You will write your own Folk-Tale, thinking carefully about context, character description and plot development.

Year 7 - English - Topic: Poetry Study



Creative Tasks:

- Character profile.
- Create a mythical creature.
- Storyboard.



Analytical Tasks:

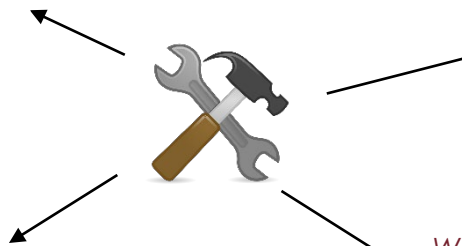
- Making inferences.
- Exploding quotes
- Writer's vocabulary choices



Reflection Tasks:

- Peer and self-assessment.
- **Directed Improvement and Reflection Time.**
- Responding to extract questions.

How can you create atmosphere?



Use ambitious vocabulary.

Key Word list –
Adjectives,
Verbs, Adverbs

What is your characters fatal flaw?

What language devices can you use? Similes/
metaphors/ personification

Taking it Further

Research:

Research the **context** of Beowulf (i.e., create a fact file on The Dark Ages/ Middle Ages.)

[Use this link to research The Middle Ages.](#)

[Use this link for 'Beowulf' overview.](#)

[Use this link to research the Anglo-Saxons.](#)

Wider Reading

It's been proven that reading for pleasure is the single most important indicator of a child's future success.

[Link to 'Roman Myths & Legends'.](#)

[Link to Accelerated Reader.](#)

Extended Writing

- Character Description
- Setting Description
- Short story

Learning Checklist:

- I can adapt my writing for purpose, audience and format.
- I can explain my opinions and ideas.
- I can develop my ideas.
- I can write using paragraphs and punctuation accurately.
- I can use a range of sentences in my writing for effect.
- I can include key themes in my writing.
- I can use a range of vocabulary for effect.

Year 7 - English - Topic: Advertising



Key Vocabulary

Key Term	Definition
Advertisement	a notice or announcement in a public medium promoting a product, service, or event or publicising a job vacancy.
Logo	a symbol or other small design adopted by an organization to identify its products.
Slogan	a short and striking or memorable phrase used in advertising.
Target audience	a particular group at which a product such as a film or advertisement is aimed.
Pitch	a form of words used when trying to persuade someone to buy or accept something.
Product	an article or substance that is manufactured or refined for sale
Market Research	the action or activity of gathering information about consumers' needs and preferences.

Learning Process

1. **VISION** – understand **what** you are doing and **why**.
2. **ANALYSE** – explore **how** to create an effective **product** and **advertising campaign**.
3. **COLLABORATE** – work together to create a **successful product** and **advert**.
4. **REFLECT** – consider **what went well** and **how it could have been better**. **What skills have you used and developed?**

Key Skills

AO5: Communicate clearly, effectively, and imaginatively, and persuasively. You use language and techniques aimed at a specific audience. Organise information and ideas clearly.

AO6: You use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback to presentations.

AO9: Use spoken Standard English effectively in speeches and presentations.

Year 7 - English - Topic: Advertising



Spoken Word

- Project your voice
- Pronounce
- Pace
- Pitch
- Pause
- Ask and answer questions



Taking it Further

Watch a Ted Talk to see how to present: [Rain Williams' 10 year old vision for our future](#)

Research careers in advertising: <https://www.prospects.ac.uk/job-profiles/browse-sector/marketing-advertising-and-pr>

Research how to write a successful pitch: <https://www.indeed.com/career-advice/career-development/how-to-write-a-pitch>

Key Persuasive Language Techniques

- **D**irect address
- **A**lliteration
- **F**acts
- **O**pinion
- **R**hetorical questions
- **E**motive language
- **S**tatistics
- **T**riples



Learning Checklist

- I can organise my writing into paragraphs.
- I can communicate my ideas clearly in my writing.
- I can use a range of language techniques to persuade an audience.
- I can use language which is appropriate for the audience.
- I can write in a sustained way.
- I can use a range of sentence types, punctuation, and vocabulary for effect.
- I can present in a formal setting.
- I can use standard English effectively when presenting and respond to questions appropriately.