

**Bishop Wordsworth's School  
English Department**

# **Y7 TERM 1: POEMS FROM DIFFERENT CULTURES**

**AO1 : Reading,  
understanding and  
responding to texts;  
maintaining a critical style;  
using textual references.  
AO2: Analysing language,  
form and structure using  
relevant subject terminology  
AO3: Showing  
understanding of the  
relationship between texts  
and contexts**

**Literature:  
Unseen Poetry  
40 marks**

**Imtiaz Dharker / Nazim Hikmet /  
Grace Nichols / Nassim Ezekiel**







# **Y7 TERM 1: POEMS FROM DIFFERENT CULTURES**

## **THE LOWDOWN**

**Students' eyes are opened to other worlds via four startling poems written from a variety of cultural perspectives. They learn about poetic techniques and how to write about poetry. Students also find out how writers can use the written word to explore identity and to champion causes.**

## **THE TEXTS**

**Imtiaz Dharker - 'The Blessing'**

**Nazim Hikmet - 'The Strangest Creature on Earth'**

**Grace Nichols - 'Island Man'**

**Nassim Ezekie - 'Night of the Scorpion'**

## **THE TASK**

**Students are asked to respond to an unseen poem from a different culture using the techniques that they have been taught over the term.**



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# **Y7 TERM 2: UNDERSTANDING SCROOGE**

**AO1 : Reading, understanding  
and responding to texts;  
maintaining a critical style;  
using textual references**

**AO2: Analysing language,  
form and structure using  
relevant subject terminology**

**AO3: Showing understanding  
of the relationship between  
texts and contexts**

**Literature:  
C19th Fiction  
40 marks**

**'A Christmas Carol'  
Charles Dickens**







## **Y7 TERM 2:** **UNDERSTANDING** **SCROOGE**

### **THE LOWDOWN**

**Students are introduced to the study of a whole text, focusing on one of the most popular of Dickens' character: Ebenezer Scrooge. They also learn about the relationship between a text and the times in which it was written.**

### **THE TEXTS**

**'A Christmas Carol' - Charles Dickens**

### **THE TASK**

**Students are given a whole-text essay question on the character. By working with the assessment task title from an early point, they are introduced to the concepts of structuring an essay, writing in the appropriate formal style, evidencing points, and building in references to context.**



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# **Y7 TERM 3: WAYS INTO FICTION**

**AO1 - Synthesising information**

**AO2 - Analysing language and structure**

**Language:  
Reading Fiction  
40 marks**

**The Prisoner of Azkaban/  
The Boy in the Striped Pyjamas**







## **Y7 TERM 3: WAYS INTO FICTION**

### **THE LOWDOWN**

**The genre of fiction is as wide as a person's imagination! This scheme draws from extracts of three very different novels written for young people, examining how writers convey meaning and emotion both explicitly and implicitly.**

### **THE TEXTS**

**'Harry Potter and the Prisoner of Azkaban' - J.K.Rowling  
'The Boy in the Striped Pyjamas' - John Boyne  
'The Fire -Eaters' - David Almond**

### **THE TASK**

**Information retrieval and language analysis skills will be tested by three questions on an unseen fiction extract. In addition, within the first three weeks of Term 1, there is also a baseline writing assessment to determine each student's initial ability band.**



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# **Y7 TERM 4: ADVENTURES IN NON-FICTION WRITING**

**AO5 - Finding and  
organising material  
AO6 - Controlling technical  
accuracy: spelling, vocabulary,  
punctuation, grammar and  
expression.**

**Language:  
Non-Fiction  
Writing  
40 marks**

**A range of non-fiction travel  
writing from around the world**





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# **Y7 TERM 4: ADVENTURES IN NON- FICTION WRITING**

## **THE LOWDOWN**

**Students are introduced to quality non-fiction adventure writing via some exciting and breathtaking travelogue extracts. They go on to practise planning, structuring, crafting and drafting their own work on a similar theme.**

## **THE TEXTS**

**11 extracts from quality non-fiction adventure writing**

## **THE TASK**

**Students write their own piece of non-fiction about extreme weather.**



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# **Y7 TERM 5: EXPLORING LIFE STORIES**

**AO1 - Synthesis of information**

**AO2 - Analysing language and structure**

**AO3 - Comparing writers' perspectives  
across two or more extracts**

**Language:  
Non-Fiction  
Reading  
40 marks**

**'Going Solo' - Roald Dahl**





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# **Y7 TERM 5: EXPLORING LIFE STORIES**

## **THE LOWDOWN**

**Being a talented writer and leading an exciting life are a great combination! Students read extracts from Roald Dahl's second autobiography to learn about non-fiction and compare content and style between two exciting extracts.**

## **THE TEXTS**

**Extracts from Roald Dahl's 'Going Solo'**

## **THE TASK**

**Students answer a set of four comprehension and analysis questions based on two extracts from Dahl, including tasks that ask for comparisons between texts.**



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# **Y7 TERM 6: SHAKESPEAREAN FLIGHTS OF FANCY!**

**AO5 - Communicating clearly,  
effectively and imaginatively;  
organising ideas**

**AO6 - Using a range of vocabulary  
and sentence structures; spelling  
and punctuating with accuracy**

**Language:  
Descriptive  
Writing  
40 marks**

**'A Midsummer Night's Dream' -  
William Shakespeare**





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## **Y7 TERM 6: SHAKESPEAREAN FLIGHTS OF FANCY!**

### **THE LOWDOWN**

**Students are introduced to studying Shakespeare via his fantastical comedy 'A Midsummer Night's Dream.'**

**Inspired by the enchanted settings of the play, they craft their own creative descriptions of one of the play's locations.**

### **THE TEXTS**

**An abridged version of 'A Midsummer Night's Dream.'**

### **THE TASK**

**Students plan and draft a description based on one of the locations of the play.**