

Y7 ENGLISH



ENGLISH AT YARDLEYS

INTENT: English has the ability to greatly enrich and transform lives: it helps students to express themselves, communicate accurately and interrogate information critically, allowing them to not only understand the world around them, but also to confidently and effectively contribute to it. Subsequently, in the English Department, our students journey on a progressive, knowledge-led curriculum based on the conceptual frameworks of identity, power and conflict, because we believe that these schemas can help students to broaden and deepen their knowledge, not only for success at GCSE, but more importantly, for their development as individuals that will outlast the classroom, English lessons or their time with us at Yardleys. Yes, we want them to make sense of the texts that they study, but also to use those texts (and the subject as a whole) to make sense of, add value to and advance their lives, since it is this “powerful knowledge” that has the emancipatory potential to take them beyond their present experiences, situations and communities.

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Students begin their learning journey in Year 7 through exploring the concept of identity, both their own and others'

Year 7 - IDENTITY

	'Boy in the Stripped Pyjamas' and Transactional Writing (Letter)	'Macbeth'	Long Writing (Social Media)	Identity Poetry Anthology and Creative Writing
SUBSTANTIVE KNOWLEDGE	<p>What is identity and how is it formed and framed (i.e. by race, gender, religion, family, friends, jobs, clothes, etc.)?</p> <p>→ The different identities in BISP.</p>	<p>How might identity change and develop over time?</p> <p>→ The identities and changing identities of Macbeth and Lady Macbeth.</p>	<p>What/who influences identity in society?</p> <p>→</p>	<p>Expressions of identity.</p> <p>→ Of the poets in the anthology and the students in their creative writing.</p>
DISCIPLINARY KNOWLEDGE (primary focus in capitals)	<ul style="list-style-type: none"> READING FOR MEANING Writing for accuracy, purpose and effect 	<ul style="list-style-type: none"> Reading for meaning WHOLE TEXT analysis and evaluation 	<ul style="list-style-type: none"> LONG WRITING (grammar for writing), creating an authentic authorial voice 	<ul style="list-style-type: none"> Reading for meaning LANGUAGE AND STRUCTURE analysis Understanding writers' intentions and contextual influences Writing for accuracy, purpose and effect