



Key Stage Three English - Unit Overview

Year 7 – Summer – ‘Man vs nature’

Enrichment – Man vs nature

- Resourcing – available in J:Drive – created by WA



<p>Unit rationale</p>	<p>1. This unit will allow for students to explore some poetry from the Romantic Genre and how nature has changed throughout time. This will help prepare them for GCSE study. Students will also have an opportunity to compare poems, write their own nature related stories and engage with wider issues our society faces.</p> <ol style="list-style-type: none"> i. Extending and consolidating the following writing skills: <ul style="list-style-type: none"> - Adapting and crafting writing for greater effects, emulating Romantic generic features and applying language features learnt. - Developing the skill of editing and re-editing ii. Providing pupils with extended reading opportunities, with a range of different poems as well as non-fiction, including modern activists such as David Attenborough and Greta Thunberg. iii. Extending and consolidating core reading strategies: questioning, predicting, clarifying and summarising. Modelling skimming and scanning to develop further reading independence. iv. Providing pupils with spoken language opportunities: This will take place in a group setting to prepare students for their Spoken Language endorsement in Year 9. v. Introduction to comparison Early on in the unit, students will compare their first two poems: <i>London</i> by Blake and <i>Composed Upon Westminster Bridge</i>, Wordsworth. 	
<p>Assessment</p> <p>Teacher assessed</p> <p>Peer assessed</p>	<p>Unit outcome:</p> <p><i>Students will be asked to complete a group speech, whereby they plan, prepare and speak in front of the whole class. The students will assess how students’ structure, organise and use devices to engage their audience. This will be given as a group mark.</i></p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their writing throughout the unit on a regular basis. Success criteria to be made available by teachers. • Students are to use their

	The teacher will assess individually how the students use intonation and engage with questions from their audience.	knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently.
Core knowledge	<p>'Writing knowledge':</p> <p>1. Crafting of language (beginning to developing writing further, with an emphasis on 'crafting in Y8) – useful to revisit for final Y7 exam:</p> <ul style="list-style-type: none"> • Choosing the best word available • Metaphors, similes, personification • Implicit description (show not tell) <p>2. Key poetic terms (language and structure – see KO)</p> <p>3. Romantic generic features, including context (see KO)</p>	
Core skills	<ul style="list-style-type: none"> • Application of 'writing knowledge' independently including drafting and redrafting • Application of core reading strategies independently: starting to zoom in on small details to formulate interpretations • Making comparisons between texts 	
Key Questions for the Unit	<ul style="list-style-type: none"> • What is the Romantic genre? • How do writers use structure to make their poetry effective? • What impact do individual words have? • How do writers create mood? • How does meaning and mood change when I change my vocabulary choices? 	
Key vocabulary	<p>Unit vocabulary - tier 2 words:</p> <ol style="list-style-type: none"> 1. Melancholy 2. Spontaneous 3. Sublime 4. Logical 5. Evoke 6. Innocence 7. Monologue 8. Anarchy 9. Usurp 10. Annotate 	<p>2. Unit terminology:</p> <ol style="list-style-type: none"> 1. Stanza 2. Mood/tone 3. Quatrain 4. Juxtaposition 5. Simile/metaphor/personification 6. Sonnet 7. Iambic Pentameter 8. Hyperbole 9. Alliteration 10. Enjambment 11. Caesura 12. Personification.

Homework opportunities	<ul style="list-style-type: none"> • Knowledge organisers to prepare for in class quizzes. • Bedrock learning will be set each week to encourage vocabulary acquisition and grammatical mastery.
Wider English curriculum links	<ul style="list-style-type: none"> • Reading – consolidating and encouraging independence with these strategies will establish the core skills needed across the curriculum, developing 'good readers.' Links to poetry at GCSE • Writing – consolidating poetic terms through use to ensure full comprehension. Opportunities for creative writing response. • Spoken language – students will have the opportunity to engage with a range of persuasive devices to engage an audience.