



Blue Coat Church of England Academy

Year: 7

Subject: English

Overview

Unit 1: Friendship and Coming of Age

Unit 2: Childhood

Unit 3: Journeys and Exploration

Unit 4: Identity and Culture

Unit 5: Transformation

Unit 1: Friendship and Coming of Age

In this unit, pupils will explore and engage with *The Boy Who Steals Houses* by C.G. Drews or *Ghost Boys* by Jewell Parker Rhodes developing both their reading and writing skills. Throughout the unit, students will learn to apply key reading fluency strategies such as prediction, clarification, and summary to enhance their comprehension and engagement with the text. They will explore the concept of “big ideas” in literature—learning how to identify and track these themes as they are developed and repeated throughout the novel. Pupils will also develop their understanding of literary devices by analysing metaphors and deconstructing their components: tenor, vehicle, and ground. They will explore the difference between narrative voice and narrative perspective and examine how protagonists and antagonists are constructed in fiction. By analysing examples of logos, pathos, and ethos, students will understand how authors use rhetorical appeals to influence readers, and they will consider how societal issues such as homelessness, disability, and family breakdown are reflected in modern narratives. In writing, students will practise crafting accurate, well-structured sentences and develop their ability to write predictions, inferences, and summaries. The unit culminates in an extended written response where students apply their analytical and rhetorical skills to explore the novel’s central themes

Unit 2: Childhood

This unit explores the theme of childhood through the lens of classic literature, focusing on extracts from Charles Dickens' *Oliver Twist* and *Great Expectations*. Through close reading and discussion, students will examine how Dickens crafts vivid and memorable characters, learning to identify and analyse key elements of characterisation such as direct description, action, and motivation. They will develop their reading fluency by applying strategies including prediction, clarification, and summarising, and will track how big ideas—such as poverty, innocence, and resilience—emerge and develop across key scenes. Pupils will explore metaphor in depth, learning to identify its use and break it down into its elements: tenor, vehicle, and ground. They will also explore how narrative voice and perspective shape a reader's understanding of character and influence tone. In writing, students will build their technical accuracy and sentence control, experimenting with a range of sentence types to create vivid characterisation in their own creative writing. They will learn to construct metaphors, craft voice and tone appropriate to purpose and audience, and sustain a consistent narrative perspective. The unit will culminate in students creating their own character-driven narrative extract, inspired by the techniques they have explored in Dickens' work.

Unit 3: Journeys and Exploration

Building on the knowledge and skills developed during the first two units, In 'Journeys and Exploration' pupils will explore both literal and figurative journeys through a study of William Shakespeare's *The Tempest*. Pupils will be introduced to the world of Shakespearean drama, using reading fluency strategies—prediction, clarification, and summarising—to navigate the language and plot. As they explore the text, students will learn how to track "big ideas" such as power, revenge, forgiveness, and transformation across key scenes. They will deepen their understanding of metaphor by examining how Shakespeare uses figurative language to shape character and theme. The unit introduces the conventions of tragedy, including hamartia, hubris, pathos, and catharsis, with a focus on the tragic complexity of Prospero as both hero and potential villain. Pupils will consider how characterisation functions within a play, how narrative voice is replaced by performance and dialogue, and how stage directions influence meaning. In writing, pupils will build on key analytical skills by learning how to effectively construct predictions, inferences, and summaries, while developing more advanced skills in crafting thesis statements and forming structured viewpoints based on textual evidence. The unit will culminate in pupils writing an extended response that brings together their understanding of Shakespeare's craft, the tragic genre, and the enduring themes of *The Tempest*.

Unit 4: Identity and Culture

In the penultimate unit of the year, pupils will explore the theme of culture and identity through the study of a diverse range of culturally significant poems, including *Blessing* by Imtiaz Dharker. A focus on figurative language, especially metaphor, will help students explore the relationship between tenor and vehicle, uncovering the emotional and symbolic weight of poetic imagery. Through examining the distinction between the poet and the speaker, pupils will learn how poetic voice is crafted to convey perspective, emotion, and identity. They will consider how structural choices—such as stanza formation and line breaks—contribute to a poem's meaning and tone, and how poets use voice to evoke pathos and explore cultural context. In writing, pupils will build analytical and interpretive skills by learning how to construct effective predictions, inferences, and summaries. They will develop structured responses through clear introductions, accurate sentence construction, and the use of varied sentence types for effect. The unit culminates in an analytical response that reflects on how poets use voice, structure, and language to explore identity and cultural experience.

Unit 5: Transformation

Finally, pupils will explore the theme of transformation, through a study of literary non-fiction, with a strong focus on developing transactional writing skills and understanding the power of rhetoric. Pupils will engage with a diverse range of non-fiction texts—memoirs, speeches, articles, and personal reflections—to explore how writers use language to transform thought, influence opinion, and evoke emotional response. They will learn how to recognise how writers use rhetorical

appeals—*pathos*, *ethos*, and *logos*—to persuade and connect with their audience. Pupils will also explore the definition and origins of rhetoric, developing an understanding of rhetorical devices including emotive language, anecdote, and factual evidence, and how these tools shape a transactional text's voice and effectiveness. In writing, students will experiment with crafting their own persuasive texts, learning how to use metaphor through tenor, vehicle, and ground to add depth and imagination. By understanding the context behind effective arguments, pupils will also learn how to shape voice and tone for a specific audience. The unit culminates in the production of a polished transactional piece in which pupils apply the full range of rhetorical strategies to express a transformational idea or viewpoint