

# Year 7 English

## Terms 1-2 Epic Worlds



### In this unit, students will:

1. Study a range of extract from non-fiction travel writing pieces and use these to help them write their own tourism piece.
2. Study a range of extracts describing fantasy worlds in fiction novels and use these as inspiration to create a description of their own fantasy world.

Students are studying these topics at the start of Year 7, because the ideas and texts studied are accessible for all and we hope that learning about far off places, both real and imagined, will engage and captivate their imagination. This topic will focus on creativity and giving students more confidence when generating and expressing their ideas in writing. It will give them a solid grounding in the writing skills required in both non-fiction and fiction texts.

### Previous topic:

N/A

### Next topic:

Love Through Time (1. Romeo and Juliet; 2. Poetry and extracts from across literature which present love differently; 3. theatre and film adaptations of Romeo and Juliet)

### Core knowledge/skills/concepts

As part of this (and all KS3 English topics) we have split our thematic focus into two or three 'strands' which usually focus on: 1) a key text (novel or play), 2) extracts form a range of texts and 3) creative writing. This topic only includes strand 2 and 3 to come together under the theme of 'Epic Worlds'.

	1. Non-Fiction Travel Writing	2. Describing Fantasy Worlds
<b>Skills</b>	<ol style="list-style-type: none"> <li>1. To identify and understand a range of techniques used in non-fiction writing.</li> <li>2. To be able to use a range of non-fiction techniques.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand how language is used to create vivid imagery for readers.</li> <li>2. To be able to use a range of language to create vivid imagery.</li> </ol>
<b>Knowledge/ Concepts</b>	<ul style="list-style-type: none"> <li>• Reading a range of non-fiction travel writing extracts e.g. Bill Byron, Touching the Void.</li> <li>• Identifying techniques used by writers that create vivid imagery for the readers and persuade people to visit specific destinations.</li> <li>• Planning their own piece of non-fiction writing describing a visit to Portishead Marina.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a range of fiction extracts which describe fantasy worlds e.g. The Hobbit, Harry Potter.</li> <li>• Identifying techniques used by writers that create vivid imagery for the readers and help them imagine the fantasy world.</li> <li>• Understanding the effect that language has on the atmosphere and imagery created.</li> <li>• Planning their own piece of descriptive writing.</li> <li>• Using a range of techniques and language in their own description of a fantasy world.</li> </ul>

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### Essential vocabulary

Non-fiction  
Fiction  
Imagery  
Viewpoint/perspective  
Simile  
Metaphor  
Verb  
Adverb  
Adjectives  
Alliteration  
Rhetorical question  
Sensory Imagery

### Threshold concepts

- An understanding of the differences between fiction and non-fiction.
- An understanding of genre and purpose of a piece of writing.
- An understanding of atmosphere and tone.
- An awareness of the reader and how a writer can create certain effects for them.

### Opportunities for reading

Reading will be part of every lesson:

- Reading example responses as models for descriptive and non-fiction writing
- Extracts from a range of fiction and non-fiction texts that focus on the theme of travel and fantasy.
- Reading homework remains as part of library lessons

### How and when will the core learning be assessed?

Pupils will complete one extended writing 'assessment' for this topic.

A descriptive writing piece where they create and describe their own fantasy world.

### Links to other topics/subjects

Links with previous Year 7 schemes:

N/A

Links to other subjects:

Geography- reading about travels around the world

Art - an element of design when creating their fantasy world