

Class Seven | Learning Journey & Curriculum Map

Class Seven | Child Development

In their thirteenth year, the children’s thinking is developing rapidly. There is a hunger to find out for themselves. As a reflection of this, ‘Discovery’ is a strong, central theme in Class 7. It runs through the year as we examine the goings-on inside our own bodies, the chemical processes at work in everyday substances and phenomena, the origins of things we take for granted, and emerges explicitly as we follow the Portuguese and Spanish explorers of the so-called ‘Great Age of Discovery’, to Africa and America. Generally, this year we work on developing the students’ independence in thinking and in their work and behaviour. They have more freedom in many ways, but also more guidance in how to make the right choices. For example, they are asked to include their own views in their writing, and to pick out aspects that appeal to them from what they hear or read, but only after we have had a comprehensive class discussion, so that they have a more rounded picture, made rich by a variety of different points of view. Without this, the strong wish to form judgments that began to develop in Class 6 can lead to prejudice and unconsidered opinions.

Class Seven | Literacy | Writing

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Understand noun, adverbial and prepositional phrases ● Understand subordinate and relative clauses ● Use an etymological dictionary ● Use verb moods incl. indicative, imperative, interrogative, subjunctive and conditional ● Compose a poem with a specified structure, 	<ul style="list-style-type: none"> ● Explain about types of clauses, main, subordinate (independent and dependent) and relative clauses ● Explain noun, adverbial and prepositional clauses ● Revise knowledge about verbs, both common and auxiliary verbs through 	<ul style="list-style-type: none"> ● Offer opportunities for students to create own rhythms, playing with words and moods to practise rhythms and meters. ● Give sheets / descriptors and examples ● Provide opportunities for children to

<p>using rhythm, rhyme and metre</p> <ul style="list-style-type: none"> ● Write a descriptive story from imagination ● Write a fictional story which is believable ● Create and write about a character in depth ● Begin using essay structure in writing a response to a specified topic ● Recognise essay structure as a tool to organise thoughts ● Take down notes from teacher's and classmates' presentations ● Make summaries of peer presentations ● Write up clear, organised, step- by-step science experiments ● Understand and use various styles of writing and their applications 	<p>discussions, worksheets and Q&A exercises</p> <ul style="list-style-type: none"> ● Revise conjugation of verbs through classroom discussions, worksheets and Q&A exercises. ● Use a variety of practical activities to emphasise rhythm and metre in poetry ● Demonstrate rhythm and metre with examples from poems in English and World literature ● Introduce the structure of essay writing, including introduction, development and conclusion using separate paragraphs ● Consolidate the understanding and use of paragraphs to contain and develop single ideas ● Teach fictional writing development skills, e.g.. opening/concluding sentences, character development, scene-setting, drafting and editing ● Use worksheets for grammar revision ● Encourage peer marking and constructive evaluation ● Compare and evaluate use of language in text messages, emails and printed text 	<p>write poems, using free style or different metered/rhythmic structures and with different subjects</p> <ul style="list-style-type: none"> ● Use Main Lesson topics as a trigger for writing imaginative stories, based on historical periods, different cultures, life in different continents, etc. ● Set essays on a variety of topics related to main lesson material ● Provide consistent, formative feedback to students on a whole class and individual basis to develop their essay writing skills ● Provide opportunities for games and paired/team work around character and scene development ● Provide opportunities for collaborative work on creating scripts ●
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Class Seven | Literacy | Reading

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Understand the writer’s use of poetic structures: rhythm, rhyme and metre ● Become familiar with use and meaning of figurative devices; alliteration, onomatopoeia, assonance ● Understand and describe how a writer focuses on character and mood ● Explain why a particular book is liked or chosen in a book review, oral and written ● Understand and use some literary terminology and the vocabulary of poetic techniques 	<ul style="list-style-type: none"> ● Study texts to identify meaning, and understand the writer’s use of character and mood ● Give examples of particular literary structures from well-chosen texts ● Explain figurative and literary devices ● Provide opportunities for students to experiment with different styles of writing ● Encourage responses in a variety of media ● 	<ul style="list-style-type: none"> ● · Provide texts to work with identifying writers’ style, depiction of character and mood. ● · Give examples of figurative and literary devices and ask students to provide their own examples from lyrics, books, poems and imagination ● Make available a wide variety of different reading material in the classroom

Class Seven | Literacy | Speaking & Listening

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Use own research and writing as basis of a class debate on a chosen subject ● Understand and use persuasion and a clear argument in class discussion ● Explain and begin to analyse some motives and causes of historical events ● Participate in small group collaborative work and report findings to class clearly and succinctly ● Can work in pairs constructively within a given time scale and present outcome ● Participate sensitively in resolving social friction ● Perform independently in class plays ● Can deliver a presentation to peers and teachers using eye contact with audience and answering questions in some depth <p>Prepare short speeches on given topics</p>	<ul style="list-style-type: none"> ● Provide opportunities for students to read essays to the class and receive peer and teacher feedback ● Present essays which can be the subject of debates ● Encourage solo and choral recitation and singing ● Present shorter research tasks ● Guiding more formal class discussions ● Debating agreed topical subjects ● Encourage class presentations in assemblies, creating a collaborative script ● Recall daily - questions and discussions ● Observational feedback and questions to classmates ● Peer/paired and group work 	<ul style="list-style-type: none"> ● Provide opportunities for developing debating / speaking skills through presentations of projects and at assemblies ● Provide visual material in classroom to stimulate discussion of topical subjects ● Provide information on issues relevant to teenagers ● Provide opportunities to give and receive feedback on presentations ● Provide opportunities for debating and speaking games, such as class team debates ● Planning assemblies and festivals ● Give responsibility to class members for planning and carrying out fund-raising events

Class Seven | Literacy | Curriculum Narrative

In Class 7, the children have a block of Creative Writing. This can be approached in many ways. We could look at the kingdoms of nature with the question: 'How do they experience the world?' Plants grow towards the light and take in carbon dioxide and oxygen from the air and minerals and water from the soil not because they have decided to, but because they cannot not do it. What animals do is also guided by their needs and dictated by the form of their bodies, but they are also driven to act out of desire. Plants don't experience hunger or fear or pleasure and so they don't respond to these things - to emotions - but animals do - higher animals more than lower ones. The question here is how much choice animals have about whether to respond to their desires, which leads us to the same question about ourselves. Higher animals can also act out of motive. They can begin to understand that if they do this, that will happen, so they are beginning to be capable of anticipating the consequences of their actions. In animals, this is mainly the result of experience - they have tried something and they remember what happened - but it's interesting to consider what might have made them try something new in the first place. All of these things are, however, responses to something that happens or some outer need. Human beings can also respond in this way, but they are capable of more. We can imagine things that have no relationship to hunger or pain or safety or greed or anything to do with our physical desires. We can wonder at, ponder and question what we observe about the world; we can be amazed, surprised; we can hope and wish. We can have ideas about how things could be different. After the idea or the wish, comes the intention - a commitment to do something - followed by action. The writing exercises in this block can work with these ideas, as well as developing and refining writing skills, building vocabulary, finding the best word or phrase in each case. In writing and reciting poetry, we also looked at the tradition of inventing verbs and adjectives to better describe what we want to say, honing a sensitivity to language that is so vital if we want to communicate our thoughts and ideas to other people.