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**Key Terms for this unit:**

* Explicit
* Implicit
* Symbolism
* Motif
* Context

**Reading Recommendations:**

**War Horse** by Nick Stafford

**Refugee Boy** by Benjamin Zephaniah

**Goodnight, Mister Tom** by Michelle Magorian

**Stone Cold** by Robert Swindles

**Noughts and Crosses** by Malorie Blackman

**Extra Activities:**

Create a propaganda poster or a poem for use in the society you have read about.

**Library Lessons and Accelerated Reader.**

Students have a reading lesson in the library once a fortnight with their English teacher. This is an opportunity to check they are reading the correct books, find out if there are any problems and encourage them to try something new. Students should complete a quiz on every book they read.

They can also quiz from home. They can access Accelerated Reader via the school website.

**Year 7 – Summer Term**

**Conflict & Displacement**



**Assessment for this unit:**

To be able to write 3 analytical paragraphs on an extract from the book. Looking at wider context, author’s purpose, explicit and implicit meaning, and structure.

**What will we be looking at:**

Students will be reading *Private Peaceful*

They will also be looking at some additional poetry that links in with the book as well as media writing.

Lessons will be focussed on: wider context, author’s purpose, explicit and implicit meaning, and structure.

**D.E.A.R**

Students will stop what they are doing once a day and read for 20 minutes in lessons.

They must have a reading book with them every day.

**Homework**

**Wider reading topics:**

* What have the Greeks taught us?
* DEMOSTHENES: Speech against Philip of Macedon (351 B.C.)
* Dulce et decorum est
* Extract from the Women in Black.
* Extract from The Diary of Anne Frank

*Students are expected to read them and then answer a few comprehension questions.*

**Students will also be set occasional spelling homework.**