

Curriculum Map: Year 7 English

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	<u>Shakespeare text and fiction writing</u> The life of Shakespeare and <i>A Midsummer Night's Dream</i>	<u>Post-1914 literature</u> Autobiography: Ruby Bridges' <i>Through My Eyes</i>	<u>Contemporary literature and poetry writing</u> Performance poetry	<u>Pre-1914 literature</u> Great Expectations by Charles Dickens	<u>Pre-1914 literature</u> Great Expectations by Charles Dickens	<u>Contemporary literature and non-fiction writing</u> <i>-Skellig by David Almond</i> <i>-The Black Book of Secrets by F.E. Higgins</i>
Intent	To engender an interest in Shakespeare and his context. To develop skills in writing extensively and imaginatively.	To develop empathy of students. Support students to appreciate what we can learn from the lives of others.	To expose students to a range of diverse voices. Encourage a love of expression through poetry.	To develop an appreciation and love of reading through exposure to increasingly challenging material.	To develop an appreciation and love of reading through exposure to increasingly challenging material.	To read books independently, for challenge, interest and enjoyment.
Key Knowledge	To recognise what makes an engaging and successful text, through exploration of characterisation and setting.	To understand how meaning is created and the relationship between text and context.	To recognise a range of poetic conventions and understand how these have been used to convey meaning.	To understand how meaning is created and the relationship between text and context.	To understand how meaning is created and the relationship between text and context.	To recognise what makes an engaging and successful text, through exploration of characterisation and setting.
Key Skills (Reading, writing, grammar & vocabulary and spoken language)	Writing accurately, fluently, effectively and at length (fictional writing). To plan, draft, edit and proofread written work. To consolidate and build on their knowledge of SPaG.	Make inferences and refer to evidence in the text. Develop knowledge of purpose, audience and context. Read critically and apply knowledge of how language choice, text structure and organisational features create meaning.	Read critically by recognising a range of poetic conventions and show knowledge of how these have been used. Develop knowledge of how poets communicate through performance and how alternative interpretations can be made in different contexts.	Make inferences and refer to evidence in the text. Develop knowledge of purpose, audience and context. Read critically and apply knowledge of how language choice, text structure and organisational features create meaning. Fiction skills will be developed over the SoL.	Make inferences and refer to evidence in the text. Develop knowledge of purpose, audience and context. Read critically and apply knowledge of how language choice, text structure and organisational features create meaning. Fiction skills will be developed over the SoL.	Writing accurately, fluently, effectively and at length (non-fiction writing). To plan, draft, edit and proofread written work. To consolidate and build on their knowledge of SPaG.
Key Vocabulary	Submissive Obsessed Assertive Chaos Vengeful	Context Segregation Ignorant Determined Adversity	Contemporary Passionate Subversive Society Disillusioned	Bildungsroman Benefactor Incongruous Magnanimous Disparaging	Bildungsroman Benefactor Incongruous Magnanimous Disparaging	Abrasive Dilapidated Foreboding Hostile Tender

	Resolution	Integration	Advocate	proletariat	proletariat	Aphorism
Key Reading	<p><i>A Midsummer Night's Dream</i></p> <p>Exemplar contemporary article.</p>	<p><i>Through My Eyes</i> by Ruby Bridges.</p>	<p>'I have always been delighted' by Julius Mbura</p> <p>'My City' by George the Poet</p> <p>'My Shakespeare' by Kae Tempest</p> <p>'OCD' by Neil Hilborn</p> <p>'Three Lionesses' by anonymous</p> <p>'Touchscreen' by Marshall Davis Jones</p>	<p>Great Expectations by Charles Dickens</p> <p>19th century article</p> <p>Contemporary article</p>	<p>Great Expectations by Charles Dickens</p> <p>19th century article</p> <p>Contemporary article</p>	<p>Skellig by David Almond</p>
Misconceptions	<p>Similar names of female characters (Hermia and Helena) – need lots of recall required to enable understanding.</p>	<p>Segregation existed in the US. Children may not understand this concept.</p>	<p>Many learners have a pre-determined idea that poetry is difficult. VISIT method looks to simplify what to look for in a poem and to form the foundations of a response.</p>	<p>Pip is an orphan who lives with his sister. Learners need to understand about the high rate of mortality in the Victorian times – many children died. Reputation and expectations of the upper classes.</p>		<p>Blrd imagery and symbolism. Meaning in William Blake's poetry. Issues surrounding gender roles, ageism and ablism.</p>
Start Point	<p>List of character names and embedding who is who within SOL.</p>	<p>Context lessons – video showing Rosa Parks with signage for white people. Lots of visuals to support the idea. Freyer model to explore segregation.</p>	<p>Understanding that poetry is another form of literature – just in a different style. Lessons include poetic devices and specific terminology.</p>	<p>Contextual support at the start of the scheme will support student understanding of life at the time. Analytical writing will build skills learned in schemes in term 1.</p>	<p>Contextual support at the start of the scheme will support student understanding of life at the time. Analytical writing will build skills learned in schemes in term 1.</p>	<p>Review of tier 2 language from across the year. Review of analytical writing. Review of extended creative writing.</p>
End Point	<p>Know the plot.</p>	<p>Beginning to write analytical sentences</p>	<p>More developed inferential writing with</p>	<p>Writing analysis that takes such language choices into</p>	<p>Writing analysis that takes such language choices into</p>	<p>Consolidation of writing and reading skills covered in year 7.</p>

	Developing understanding of article structure. Developing understanding of perspective writing.	using quotations and explanation.	more sophisticated analytical vocabulary. Greater confidence expressing ideas in writing and verbally through poetry.	consideration and makes contextual links.	consideration and makes contextual links.	
Form of Assessment	Extended written response – fiction writing	Extended written response – analysis of language	Formal assessment	Extended written response – analysis of language and evaluation.	Extended written response – non-fiction writing	End of year formal examination

Enrichment opportunities	Rewards visit for transition HW – visiting actor covering AMSND. Poet visit Theatre performance Assembly presentations
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