

Year 7 ~ Curriculum Map for English

What are the intended aims for this year's curriculum?											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s): Shakespeare Study <i>A Midsummer Night's Dream</i>		Topic(s): Poetry – Anthology Provided		Topic(s): Study of C19th Novel or Short Stories <i>Alice in Wonderland/Treasure Island/ Little Women/ Jane Eyre (ch1-10)/Peter Pan</i>		Topic(s): Continued study of C19th Novel or Short Stories <i>Alice in Wonderland/Treasure Island/ Little Women/ Jane Eyre (ch1-10)/Peter Pan</i>		Topic(s): Non-Fiction – Anthology Provided		Topic(s): Contemporary Novel or Drama <i>Anne of Green Gables, Sunlight on the Grass Anthology, Short Stories from Different Cultures, Blood Brothers, The Tulip Touch, The Diary of Anne Frank, Very Short Stories, Myths, Murders and Mysteries, Iqbal, The Breadwinner, Flour Babies.</i>	
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of EoY exam	
'Big idea(s)' / fundamental concepts	How does Shakespeare use language for effect?	What is form? What is structure?	Character Study: How does the protagonist change throughout the text?	Character Study: How does the protagonist change throughout the text?	Character Study: How does the protagonist change throughout the text?	Character Study: How does the protagonist change throughout the text?	Character Study: How does the protagonist change throughout the text?	How do writers inform and explain to their audience?	Thematic study: How does the writer present the theme of _____ throughout the text?		
Knowledge to be learnt	The plot of the text The conventions of a play Elizabethan theatrical conventions Magic, superstition and folk tales in Renaissance England Language devices (see below)	What makes a text a poem? How different poems can convey different effects and meanings. How to identify form and structure and why this is important. Why writers write about nature.	Narrative and how to identify narrative perspective. Characters and how writers craft them Life and conditions in the C19 th and how these influence the text	Narrative and how to identify narrative perspective. Characters and how writers craft them Life and conditions in the C19 th and how these influence the text	Narrative and how to identify narrative perspective. Characters and how writers craft them Life and conditions in the C19 th and how these influence the text	Narrative and how to identify narrative perspective. Characters and how writers craft them Life and conditions in the C19 th and how these influence the text	Narrative and how to identify narrative perspective. Characters and how writers craft them Life and conditions in the C19 th and how these influence the text	Purpose and audience of non-fiction texts. Features of writing to inform and explain. Features of newspaper articles, leaflets, letters and diaries.	Narrative and how to identify narrative perspective. Themes and how writers develop them Social issues in the C20 th /21 st	Summative test of analysis skills (content and SPAG)	
Key vocabulary	form/structure/language/text/play/stanza/imagery/lexical field/playwright/couplet/rhyming couplet/simile/ character/stage directions/rhyme/metaphor/describe/monologue/rhyme scheme/personification/ dialogue/verse/ extended metaphor/iambic pentameter	form/open form/ closed form/kenning/ haiku/ limerick/sonnet structure/ couplet/rhyming couplet/ iambic pentameter/rhyme/ rhyme scheme/ rhythm/ internal rhyme/ juxtaposition/ caesura/enjambement/ repetition/ foregrounding/ simile/metaphor/ personification/ extended metaphor/ imagery/allusion/ lexical field/ oxymoron/ alliteration/ sibilance/ assonance/ onomatopoeia	prose/fiction/novel/first-person/third-person/narrator/narrative/plot/form/structure/ foregrounding/ foreshadowing/dynamic character/static character/ juxtaposition/ chronology/ flashback/flashforward/ rising action/climax/falling action/ simile/ metaphor/ personification/ extended metaphor/ imagery/ allusion/ lexical field/ oxymoron/	prose/fiction/novel/first-person/third-person/ narrator/narrative/plot/form/structure/ foregrounding/ foreshadowing/dynamic character/static character/ juxtaposition/ chronology/ flashback/flashforward/ rising action/climax/falling action/ simile/ metaphor/ personification/ extended metaphor/ imagery/ allusion/ lexical field/ oxymoron/	prose/fiction/novel/first-person/third-person/ narrator/narrative/plot/form/structure/ foregrounding/ foreshadowing/dynamic character/static character/ juxtaposition/ chronology/ flashback/flashforward/ rising action/climax/falling action/ simile/ metaphor/ personification/ extended metaphor/ imagery/ allusion/ lexical field/ oxymoron/	prose/fiction/novel/first-person/third-person/ narrator/narrative/plot/form/structure/ foregrounding/ foreshadowing/dynamic character/static character/ juxtaposition/ chronology/ flashback/flashforward/ rising action/climax/falling action/ simile/ metaphor/ personification/ extended metaphor/ imagery/ allusion/ lexical field/ oxymoron/	prose/fiction/novel/first-person/third-person/ narrator/narrative/plot/form/structure/ foregrounding/ foreshadowing/dynamic character/static character/ juxtaposition/ chronology/ flashback/flashforward/ rising action/climax/falling action/ simile/ metaphor/ personification/ extended metaphor/ imagery/ allusion/ lexical field/ oxymoron/	purpose/audience/non-fiction/inform/explain/ describe/ first-person/third-person/ juxtaposition/ chronology/ form/structure/ foregrounding/ foreshadowing/	prose/fiction/novel/first-person/third-person/ narrator/narrative/plot/form/structure/ foregrounding/ foreshadowing/dynamic character/static character/ juxtaposition/ chronology/ flashback/flashforward/ rising action/climax/falling action/ simile/ metaphor/ personification/ extended metaphor/ imagery/ allusion/ lexical field/ oxymoron/	Summative test of analysis skills (language and structure)	
The role of reading and comprehension	Embedded throughout: students read the original text, as well as reading around the text.	Embedded throughout: students read the original text, as well as reading around the text.	Embedded throughout: students read the original text, as well as reading around the text.	Embedded throughout: students read the original text, as well as reading around the text.	Embedded throughout: students read the original text, as well as reading around the text.	Embedded throughout: students read the original text, as well as reading around the text.	Embedded throughout: students read the original text, as well as reading around the text.	Embedded throughout: students read the original text, as well as reading around the text.	Embedded throughout: students read the original text, as well as reading around the text.	Assessment of analysis skills (language and structure)	
The role of independent extended writing	Students have a weekly writing lesson based on the text, focusing on descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.	Students have a weekly writing lesson based on the text, focusing on descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.	Students have a weekly writing lesson based on the text, focusing on descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.	Students have a weekly writing lesson based on the text, focusing on descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.	Students have a weekly writing lesson based on the text, focusing on descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.	Students have a weekly writing lesson based on the text, focusing on descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.	Students have a weekly writing lesson based on the text, focusing on descriptive writing. Students are also expected to complete extended analytical writing based on their reading texts.	Students have a weekly writing lesson based on the text, focusing on both descriptive writing and non-fiction writing (writing to inform/explain). Students are also expected to complete extended analytical writing based on their reading texts.	Students have a weekly writing lesson based on the text, focusing on both descriptive writing and non-fiction writing (writing to inform/explain). Students are also expected to complete extended analytical writing based on their reading texts.	Assessment of Writing Skills	
The role of maths/ numeracy	Using number to help identify meter/rhythm.	Using number to help identify meter/rhythm.						How statistics are used to inform/explain – and the effects.		Assessment of analysis skills (language and structure)	
Links to careers/ aspirations	Exploring the roles in a modern theatre		Text dependant	Text dependant	Text dependant	Text dependant	Text dependant	Roles in the media, journalism, communications.	Text dependant	Summative test of analysis skills (language and structure) and writing skills (content and SPAG)	

Core skills	To be able to: understand texts through comprehension skills, identify features used, analyse their effect, use a range of descriptive writing features, spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.		To be able to: understand texts through comprehension skills, identify features used, analyse their effect, use a range of descriptive writing features, spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.		To be able to: understand texts through comprehension skills, identify features used, analyse their effect, use a range of descriptive writing features, spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.		To be able to: understand texts through comprehension skills, identify features used, analyse their effect, use a range of descriptive writing features, spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.		To be able to: understand texts through comprehension skills, identify features used, analyse their effect, use a range of descriptive writing features, use a range of inform/explain features and text types spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.		To be able to: understand texts through comprehension skills, identify features used, analyse their effect, use a range of descriptive writing features, use a range of inform/explain features and text types spell accurately, punctuate accurately, use a range of sentence types, paragraph accurately.	
Dept. enrichment activities	National poetry day.						Reading festival – around world book day.					
Home learning opportunities	Homework booklet Private independent reading Keep a (creative writing) journal See a Shakespeare play performed at a local theatre or watch a film adaptation of a play. Go to the Globe theatre		Homework booklet Private independent reading Keep a (creative writing) journal Read a range of poetry independently Watch performance poetry live or on the internet		Homework booklet Private independent reading Keep a (creative writing) journal Research the author and read another of his/her texts		Homework booklet Private independent reading Keep a (creative writing) journal Research the author and read another of his/her texts		Homework booklet Private independent reading Keep a (creative writing) journal Read a range of non-fiction (e.g. get a newspaper regularly)		Homework booklet Private independent reading Keep a (creative writing) journal Research the author and read another of his/her texts	