



Curriculum Map



Subject: English

Year group: 7

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p> | <p>Myths & Legends.</p> <p>Where stories originate from and why are they created? What makes an interesting short story? What messages can stories teach? What is context?</p> <p>Key terminology:</p> <p>Myth, philosopher, archetype, morality, chronological, simile, punishment, crime, prophecy, destiny, protagonist, allude, narcissistic</p> | <p>Short Stories.</p> <p>What is a plot twist? What methods do writers use to tell stories? What is narrative perspective? How do writers develop characters? What is inference? What does it mean to infer? What does PQI mean? What are word classes? What are language devices? How does context influence a reader?</p> <p><i>Methods of storytelling, Awareness of writers making specific word choices for effect.</i></p> <p>Key terminology:</p> <p>Context, inference, quotation, perspective, character, impression, explore, evaluate, guilt, defence, prosecution, word classes, simile, metaphor, repetition, personification</p> | <p>Novel study - The Giver</p> <p>Introduction to Dystopian literature Making inference Examine the way Lowry structures the novel to gradually reveal the dystopia lurking beneath the utopian illusion. Analyse the relationship between power and language</p> <p>Key terminology:</p> <p>Sibilance, connotation, inference, comparative connective, foreshadow, simile, contrast, pathetic fallacy, identify, infer, analyse, describe, evaluate, explain.</p> | <p>Novel study - The Giver</p> <p>Non fiction writing form. Vocabulary and sentence structure, maintaining tone, form and layout. Writing for purpose and audience. Spoken word</p> <p>Key terminology:</p> <p>Descriptive writing, sensory language, imagery, word classes, language techniques, emotive language, sentence types, intention, significance, perspective.</p> | <p>Introduction to Shakespeare.</p> <p>Who is William Shakespeare? What was Shakespeare’s theatre like? Where does Shakespeare fit into our literary heritage? What beliefs did people hold in Shakespeare’s time? How did Shakespeare explore identity? How did Shakespeare create dramatic scenes? How do I ‘translate’ Shakespeare’s language?</p> <p>Key terminology:</p> <p>Tragedy, comedy, playwright, stage directions, soliloquy, foreshadow, act, scene protagonist, antagonist</p> | <p>Play study - The Tempest</p> <p>What makes a Shakespearean victim or villain? What is colonisation? What do we mean by the ‘other’? What themes did Shakespeare explore in his plays? What are the traits of a Shakespearean comedy?</p> <p>Key terminology:</p> |



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| <p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p> | <p><i>Revisiting KS2 writing skills.</i></p> <p>Using ambitious and well chosen vocabulary.</p> <p>Using the five senses to describe.</p> <p>Beginning to vary sentence starters.</p> <p>Reading for meaning using deduction.</p> <p>Descriptive writing</p> | <p>Read for meaning using deduction.</p> <p>Begin to read for meaning using inference skills to read between the lines.</p> <p>Know strategies for making inferences.</p> <p>Beginning to identify methods writers use to create meaning and begin to develop awareness of the effect of word choice/ language devices on a reader.</p> <p>Explore texts with reader and writer in mind.</p> | <p>Continue to develop identification of methods and their impact on a reader.</p> <p>Develop approaches to tracking character development through the entire novel and comment on development of character.</p> <p>Comment on how context impacts both writer’s choices and reader’s response.</p> | <p>To use descriptive devices to create an emotive response from the reader.</p> <p>Using ambitious and well chosen vocabulary to help develop descriptions of characters.</p> <p>Develop a focused purpose in writing with appropriate formality.</p> <p>Continuing to use the five senses and varying sentence starters.</p> | <p>Begin to understand how to read a play, focusing on introduction to key terms used in Shakespeare’s plays.</p> <p>Track development of character and empathise with characters, exploring emotions of characters through writing.</p> <p>Students begin to apply context to Shakespearean texts.</p> <p>Students begin to understand how to write a script for performance.</p> | <p>Comprehension of Shakespeare’s language.</p> <p>Inference skills and language analysis.</p> <p>Application of contextual knowledge to a play by Shakespeare.</p> <p>Apply knowledge of Shakespeare context to the study of the play.</p> <p>To continue to track character development and comment on changes in character using evidence from across the play.</p> |
| <p>Assessment</p> | <p>Descriptive Writing Describing a setting relating to Zeus, Hades or Poseidon.</p> | <p>Analytical Writing How does Margie feel about schools in the past? (The Fun They Had).</p> | <p>Analytical Writing How does Morpurgo use language to describe the chaos of the battle?</p> | <p>Descriptive Writing Write a description of Albert and Joey’s reunion.</p> | <p>Script Writing and Performance Write a soliloquy from the point of view of a Shakespearean character</p> | <p>Analytical Writing Is Prospero considered good or evil at the end of the play?</p> |
| <p>Literacy/Numeracy/ SMSC/Character</p> | <p>Library focus: Accelerated Reader Literacy focus: Parts of speech: verbs, nouns, articles, adjectives and prepositions. Subject-verb agreement. Tense. Accurate sentence demarcation. SMSC/Character: Why are stories important? What lessons do we learn from stories? What do stories teach us</p> | <p>Library focus: Accelerated Reader Literacy focus: Parts of speech: verbs, nouns, articles, adjectives and prepositions. Subject-verb agreement. Tense. SMSC/Character: What makes a respectful, positive relationship? What are gender stereotypes? Why is it important to be honest?</p> | <p>Library focus: Accelerated Reader Literacy focus: Parts of speech: verbs, nouns, articles, adjectives and prepositions. Subject-verb agreement. Tense. SMSC/Character: What is the impact of war? How do we cope with grief and loss? Is it more important to be an individual or to</p> | <p>Library focus: Accelerated Reader Literacy focus: The structure of a sentence: Simple sentences, compound sentences and complex sentences. SMSC/Character: What is the lasting impact of war? How do we cope with grief and loss?</p> | <p>Library focus: Accelerated Reader Literacy focus: Oracy and performance skills. SMSC/Character: What purpose does religion have? How has the law changed since Shakespeare’s time? Have issues of race and gender improved/ changed since Shakespeare’s time?</p> | <p>Library focus: Accelerated Reader Literacy focus: Structuring analytical paragraphs. SMSC/Character: Can you be both good and evil? Are heroes perfect? Why is self-belief/ confidence important?</p> |



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| | about making good choices? What do characters teach us about FORCE qualities? | What does the law say about certain crimes? | fit in (soldier's choices to be kind to Joey)? | | | |
| Rationale & Links to learning | <p>Links to learning: Builds on skills taught in KS2 allowing dept to diagnostically assess gaps in learning and therefore reteach elements of KS2 that may be insecure.</p> <p>SOL focuses on reading and vocabulary, which are historically areas of weakness for students joining Ridgeway.</p> | Develop reading skills learnt in primary with more detailed focus on inference and reading between the lines. | <p>Continue to build inference skills from the previous unit. Students develop skills to understand how to decipher meaning by considering word choice/ language choices.</p> <p>Students develop understanding that writer's make choices to create effect.</p> | <p>Continue to build on skills taught in Autumn 1. Having read and analysed the novel, students have an opportunity to replicate the writer's skills and devices used in their own writing.</p> <p>Continue to develop critical reading skills further.</p> | <p>Developing an understanding of stage and plays in Shakespeare's era. Students begin to understand the importance of drama influencing an audience.</p> <p>Continue to explore how context impacts writers' decisions and audience responses.</p> | <p>Links to knowledge gained from the previous unit: Introduction to Shakespeare.</p> <p>First study of a whole Shakespeare play, having learnt the skills required to do so, e.g. track characters, character development, analysis at word and sentence level using language devices, and developed an understanding of context.</p> <p>Opportunity to visit the Globe theatre to see text in performance.</p> |