

Subject: English

Year 7 Curriculum Map

Term/Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SPG throughout Sp&L throughout	Journeys <i>Reading novel</i>	Journeys <i>Writing fiction</i>	Nature <i>Reading poetry</i>	My Voice <i>Writing non-fiction</i> <i>Speaking & Listening</i>	Canonical Texts <i>Reading Pre-19th & 19th</i>	Transformations <i>Reading drama text</i>
Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students	Texts: Holes/ Skellig/ Daydreamer/ Coraline <i>Ideas of narrative, presentation of setting and character, themes, writers' use of language, structure etc.</i>	'The Quest' or writing episodes from an adventure story <i>Construction of narrative arc & character, writing to describe, vocabulary choices etc.</i>	Texts: poets such as, Hughes, Tennyson, Blake, Clare etc. <i>Reading a range of poems, identifying perspective of theme, identifying & analysing use of language & structure etc.</i>	Texts: Speeches by Martin Luther King, Yousafzai, DiCaprio etc. <i>TAPS, argument chains, DAFOREST, ethos/pathos/logos etc.</i>	Texts: Extracts e.g. Robinson Crusoe, Wuthering Heights, Oliver Twist, War of Worlds, Frankenstein, ACC etc. <i>Presentation of setting/ character/ themes, new vocabulary, decoding texts, analysis of language</i>	Texts: Frankenstein by Pullman (play) <i>Introduction to play style, transformation of ideas from text to play, ideas of structure & plot, presentation of character/ themes/ setting, dramatic methods etc.</i>
	<u>Found / Dev</u> *information retrieval * inference & deduction *using evidence (PEE, SQI) <u>Good / Exceptional</u> * identifying methods (MQE) *word level analysis *viewpoint & perspective	<u>Found / Dev</u> *writing for type, audience, purpose, style * planning / structure * language techniques <u>Good / Exceptional</u> *sophisticated vocabulary *inventive structures	<u>Found / Dev</u> *inference & deduction *comment on form, structure *poetic techniques *using evidence (PEE, SQI) <u>Good / Exceptional</u> *identifying methods (MQE) *word level analysis *Structure/ Form analysis *viewpoint & perspective	<u>Found / Dev</u> *writing for TAPS *argument chains *tone, intonation, body language <u>Good / Exceptional</u> *secure persuasive techniques (AFOREST) *logos, pathos, ethos *sophisticated vocabulary *inventive structures	<u>Found / Dev</u> *information retrieval * inference & deduction *using evidence (PEE, SQI) <u>Good / Exceptional</u> * identifying methods (MQE) * word level analysis *viewpoint & perspective	<u>Found / Dev</u> *information retrieval * inference & deduction *using evidence (PEE, SQI) * Play script understanding e.g. stage directions <u>Good / Exceptional</u> * identifying methods (MQE) *word level analysis * discussion of dramatic methods/ structure
Links to GCSE	Lit AO1,2,3; Lang AO1,2,3,4	Lang AO5,6	Lit AO1,2,3	Lang AO5,6, 7, 8, 9	LitAO1,2,3; Lang AO1,2,3,4	Lit AO1,2,3; Lang AO1,2,3,4
Homework – Knowledge organiser	Imaginary Worlds	Time for Adventure	Poetry project	Autobiography project	Influential Authors	Time for the Stage
Responsive Teaching – how do we assess and feed back to students in this subject (formative and summative)	<ul style="list-style-type: none"> Self / peer assessment using grids, mini mark schemes whole class feedback, DIRT time colour coding, red / green highlighting, green dot marking Mini quizzes e.g. vocab, poetic terms 					
Termly assessment	Summative: writing – fiction		Summative: writing – non-fiction persuasive speeches		Summative: reading – analysis of extract	

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