

CURRICULUM MAP

SUBJECT: ENGLISH

Year 7	Curriculum Related Expectation	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Adventures	Nature Poetry	Childhood Experiences	Genre study: short story	Class Novel	Shakespeare in Context
		KNOWING WHAT... (information, facts and content)	- The conventions of Adventure narratives and their historical origins - How writers create characters in a range of texts, such as 'The Odyssey' Homer, 'Treasure Island' R.L. Stevenson, 'The Hobbit' J. R. R. Tolkien 'The Lost City of Z' David Grann - How writers create atmosphere in fiction and non-fiction texts, such as 'Touching the Void' Joe Simpson and 'Heart of Darkness' Joseph Conrad	- How poets use poetic techniques for effect: alliteration and personification ('An Awful Tempest Mashed the Air'); extended metaphor ('Nettles'); similes and metaphors ('Pike'); descriptive imagery ('Death of a Naturalist'/'Break, Break, Break'/'The Sea') - How poets use diction for effect: all named poems Romanticism and its influence with specific reference to 'A Rainbow'.	- The conventions of reports, opinion articles, pamphlets, diaries, formal letters - The conventions of web-based articles. - How writers position the reader and use language and persuasive techniques to influence - How a range of historical, social and cultural contexts influence writers. - How poets use poetic techniques for effect	- Freytag's triangle and story structures - Narrative perspective and its influence: first person, third person, omniscient narrator. - How writers create characters in all named texts - How writers create mood, atmosphere and tension in all named texts	- How to recognise authorial intent - How to read for meaning and comment on language - The influence of context on selected novel - How to develop a personal response to the text	- Shakespeare's life and experiences - Elizabethan theatre and its role in Elizabethan life - The Monarchy and its influence: The Divine Right of Kings - Patriarchy and its impact on the lives of men and women - The concept of 'others' and how this relates to Elizabethan ideas about national identity
		KNOWING HOW... (methods and processes)	Read, reflect and respond to a variety of fiction and literary non-fiction texts Explore the presentation of adventurers and adventures. Decode and retrieve information from a range of texts Infer and deduce meaning from a range of text Understand and comment on the writers' use of language, structure and form Use embedded quotations Engage with context	Read, reflect and respond to a range of modern and pre-1914 poetry on the theme of nature. Explore the presentation of nature in a range of poetry. Analyse poetry and develop personalised responses to poems. Decode and retrieve information from a range of texts Infer and deduce meaning from a range of text Understand and comment on the writers' use of language, structure and form Use embedded quotations Engage with context	Explore and discuss examples of 19 th , 20 th and 21 st century reports, articles, pamphlets, diaries and formal letters. Analyse structure. Analyse persuasive techniques. Adapt writing to genre conventions Use punctuation and sentencing for effect Structure and paragraph writing for effect Edit and proofread	Read, reflect and respond to a range of short stories with a focus on narrative construction and character development. Decode and retrieve information from a range of texts Infer and deduce meaning from a range of text Adapt writing to genre conventions Use punctuation and sentencing for effect Structure and paragraph writing for effect Edit and proofread	Read, reflect on respond to a whole novel. Decode and retrieve information from a range of texts Infer and deduce meaning from a range of text Understand and comment on the writers' use of language, structure and form Use embedded quotations Engage with context	Read, reflect and respond to extracts from range of plays leading to exploration of Early Modern contextual issues such as Elizabethan theatre, Kings and Queens, religion, patriarchy, 'others' and nationalism. Decode and retrieve information from a range of texts Infer and deduce meaning from a range of text Understand and comment on the writers' use of language, structure and form Use embedded quotations Engage with context
		Planned ASSESSMENT opportunities	Diagnostic assessment (green/amber/red sticker) Teacher's choice	Diagnostic assessment (green/amber/red sticker) Teacher's choice	Diagnostic assessment (green/amber/red sticker) Teacher's choice	Diagnostic assessment (green/amber/red sticker) Teacher's choice	Diagnostic assessment (green/amber/red sticker) Teacher's choice	Diagnostic assessment (green/amber/red sticker) Teacher's choice
			Summative assessment Response to extract from 'Heart of Darkness'*	Summative assessment Compare 'Break, Break, Break' by Tennyson with 'The Sea' by James Reeves*	Summative assessment Write a formal letter to persuade readers to donate to charity.	Summative assessment Write own short story using titles as stimulus*	Summative assessment Extract response	Summative assessment Response to extract from 'The Taming of the Shrew'*

* All students should have access to scaffolding that is similar in form and format to that on the shared area. Teachers to use and adapt as appropriate.