

# Curriculum Map – English

Year Group – 7

Term	Autumn 1			
Unit title <small>(delete box if 1 part to unit)</small>	Myths and Legends Retold			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	<b>Skills:</b> <ul style="list-style-type: none"> <li>- To be able to understand a text (A01).</li> <li>- To be able to understand big ideas/themes (A01).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to descriptive writing</li> <li>- Sentence types,</li> <li>- Tenses,</li> <li>- punctuation, word class</li> <li>- To be able to understand and respond to a text.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>- Construct Personal viewpoints in the form of thesis statements (A01).</li> <li>- Select and embed relevant textual details (A01).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to descriptive writing</li> <li>- Sentence types,</li> <li>- Tenses,</li> <li>- punctuation, word class</li> <li>- To be able to understand and respond to a text.</li> </ul>
Activities and Assessment	Importance of classical myths, Icarus, Persephone and Hades, Midas			

Autumn 2			
A Kind of Spark			
15 sessions, 3 weeks		15 sessions, 3 weeks	
<b>Skills:</b> <ul style="list-style-type: none"> <li>- Construct Personal viewpoints in the form of thesis statements (A01).</li> <li>- Select and embed relevant textual details (A01).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to literary criticism.</li> <li>- Developing an informed response to a text.</li> <li>- Selecting the correct evidence to support their informed response.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>- To be able to analyse language or imagery from a text (A02).</li> <li>- To be able to comment on the effect of a writer's choices (A02).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to literary criticism.</li> <li>- Developing an informed response to a text.</li> <li>- Selecting the correct evidence to support their informed response.</li> </ul>
Key activities (including project work, community visits):		Key vocabulary to learn will be in booklets.	

Term	Spring 1			
Unit title <small>(delete box if 1 part to unit)</small>	Step into the Unknown: Short Stories			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	<b>Skills:</b> <ul style="list-style-type: none"> <li>- Construct Personal viewpoints in the form of thesis statements (A01).</li> <li>- Select and embed relevant textual details (A01).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to literary genres</li> <li>- Introduction to narrative writing</li> <li>- Sequencing of narrative.</li> <li>- Sentence types,</li> <li>- tenses,</li> <li>- punctuation, word class</li> <li>- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>- To be able to analyse language or imagery from a text (A02).</li> <li>- To be able to comment on the effect of a writer's choices (A02).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to literary genres</li> <li>- Introduction to narrative writing</li> <li>- Sequencing of narrative.</li> <li>- Sentence types,</li> <li>- tenses,</li> <li>- punctuation, word class</li> <li>- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person</li> </ul>
Activities and Assessment	Boy, King of the Castile, Susan Hill, Sound of Thunder		Key vocabulary to learn will be in booklet.	

Spring 2			
Shakespeare The Tempest			
15 sessions, 3 weeks		15 sessions, 3 weeks	
<b>Skills:</b> <ul style="list-style-type: none"> <li>- Construct Personal viewpoints in the form of thesis statements (A01).</li> <li>- Select and embed relevant textual details (A01).</li> <li>- Construct Personal viewpoints in the form of thesis statements (A01).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to literary criticism</li> <li>- Use of modal verbs and adverbs</li> <li>- Introduction to historical context and how they shape meaning.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>- A03 -To be able to discuss the writer's intentions in a text.</li> <li>- Comparison (spiral): nevertheless, moreover, meanwhile, therefore, whilst.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to literary criticism</li> <li>- Use of modal verbs and adverbs</li> <li>- Introduction to historical context and how they shape meaning.</li> </ul>

Term	Summer 1			
Unit title <small>(delete box if 1 part to unit)</small>	Victorian Childhood: Non-Fiction Reading and Writing			
Length	15 sessions, 3 weeks		15 sessions, 3 weeks	
Outcomes	<b>Skills:</b> <ul style="list-style-type: none"> <li>- To be able to understand a text (A01).</li> <li>- To be able to understand big ideas/themes (A01).</li> <li>- Construct Personal viewpoints in the form of thesis statements (A01).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to comparison: vocab:</li> <li>- And/or/but/so comparison</li> <li>- Audience, purpose,</li> <li>- Transactional writing</li> <li>- Rhetorical devices</li> <li>- Phrases (compound/complex)</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>- Select and embed relevant textual details (A01).</li> <li>- To be able to analyse language or imagery from a text (A02).</li> <li>- To be able to discuss the writer's intentions in a text (A03).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to comparison: vocab:</li> <li>- And/or/but/so comparison</li> <li>- Audience, purpose,</li> <li>- Transactional writing</li> <li>- Rhetorical devices</li> <li>- Phrases (compound/complex)</li> </ul>
Activities and Assessment	Children in Prison, Great Expectations, The Ruby in the Smoke, Alice in Wonderland, Little Women Key vocabulary to learn will be in booklet.			

Summer 2			
Poetry – Identity			
15 sessions, 3 weeks		15 sessions, 3 weeks	
<b>Skills:</b> <ul style="list-style-type: none"> <li>- To be able to analyse language or imagery from a text (A02).</li> <li>- To be able to comment on the effect of a writer's choices (A02).</li> <li>- To be able to discuss the writer's intentions in a text (A03).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to literary criticism</li> <li>- Introduction to form and shape of poems and how they shape meaning.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>- To be able to analyse language or imagery from a text (A02).</li> <li>- To be able to comment on the effect of a writer's choices (A02).</li> <li>- To be able to discuss the writer's intentions in a text (A03).</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Introduction to literary criticism</li> <li>- Introduction to form and shape of poems and how they shape meaning.</li> </ul>
Extract from Dancing on White Sand, Isn't My Name Magical, On Imagination, You're Not Black, The Rose that Grew from Concrete, My Grandmother, Presents from My Aunts in Pakistan.			