Curriculum Map - English

Year Group - 7

Term Autumn 1 Autumn 2 A Kind of Spark Myths and Legends Retold 15 sessions, 3 weeks 15 sessions, 3 weeks Length 15 sessions, 3 weeks Skills: Knowledge: Knowledge: Skills: Skills: Knowledge: Knowledge: Skills: Construct Personal Introduction to - Introduction to literary To be able to Introduction to Introduction to To be able to analyse Construct Personal **Outcomes** viewpoints in the form literary criticism. criticism. understand a text descriptive writing descriptive writing language or imagery from a viewpoints in the form of of thesis statements Developing an Developing an (A01). Sentence types, Sentence types, text (AO2). thesis statements (A01). (AO1). To be able to informed response to informed response to a Tenses, Tenses. To be able to comment on Select and embed relevant Select and embed understand big punctuation, word class punctuation, word a text. text. textual details (A01). relevant textual details the effect of a writer's ideas/themes (A01). To be able to class choices (AO2). (A01). Selecting the correct Selecting the correct To be able to understand and evidence to support evidence to support respond to a text. understand and their informed their informed respond to a text. **Activities** response. response. and Importance of classical myths, Icarus, Persephone and Hades, Midas Key activities (including project work, community Key vocabulary to learn will be in booklets. Assessment **Term** Spring 1 Spring 2 *Step into the Unknown:* **Unit title** Shakespeare Short Stories The Tempest 15 sessions. 3 weeks 15 sessions, 3 weeks Length 15 sessions, 3 weeks 15 sessions, 3 weeks Skills: Knowledge: Knowledge: Skills: Skills: Knowledge: Knowledge: Skills: Construct Personal Introduction to Introduction to literary To be able to analyse Construct Personal Introduction to literary Introduction to literary AO3 -To be able to viewpoints in the form literary genres **Outcomes** viewpoints in the form of criticism criticism language or imagery from a Introduction to narrative discuss the writer's of thesis statements Introduction to Use of modal verbs and Use of modal verbs and thesis statements (A01). text (AO2). intentions in a text. (A01). narrative writing writing Select and embed adverbs adverbs To be able to comment on Select and embed Sequencing of Sequencing of narrative. Comparison (spiral): relevant textual details Introduction to Introduction to the effect of a writer's relevant textual details Sentence types, nevertheless, moreover, narrative. (A01). historical context and historical context and (A01). Sentence types, choices (AO2). tenses, meanwhile, therefore, Construct Personal how they shape how they shape punctuation, word class whilst. tenses, meaning. viewpoints in the form of meaning. 1st, 2nd, 3rd person punctuation, word thesis statements (A01). **Activities** 1st, 2nd, 3rd person and Boy, King of the Castile, Susan Hill, Sound of Thunder Key vocabulary to learn will be in booklet. **Assessment**

Term	Summer 1			
Unit title (delete box if 1 part to unit) Length	Victorian Childhood: Non-Fiction Reading and Writing 15 sessions, 3 weeks			
Outcomes	Skills: To be able to understand a text (A01). To be able to understand big ideas/themes (A01). Construct Personal	Knowledge: - Introduction to comparison: - vocab: - And/or/but/so comparison - Audience, purpose, - Transactional writing	Skills: - Select and embed relevant textual details (A01). - To be able to analyse language or imagery from a text (A02).	Knowledge: - Introduction to comparison: - vocab: - And/or/but/so comparison - Audience, purpose, - Transactional writing
Activities and Assessment	viewpoints in the form of thesis statements (A01).	- Rhetorical devices - Phrases (compound/complex) tations, The Ruby in the Smoke, A	- To be able to discuss the writer's intentions in a text (A03). Alice in Wonderland, little Women	- Rhetorical devices - Phrases (compound/complex)

Summer 2							
Poetry – Identity 15 sessions, 3 weeks 15 sessions, 3 weeks							
Skills: To be able to analyse language or imagery from a text (AO2). To be able to comment on the effect of a writer's choices (AO2). To be able to discuss the writer's intentions in a text (AO3).	Knowledge: - Introduction to literary criticism - Introduction to form and shape of poems and how they shape meaning.	Skills: To be able to analyse language or imagery from a text (A02). To be able to comment on the effect of a writer's choices (A02). To be able to discuss the writer's intentions in a text (A03).	Knowledge: - Introduction to literary criticism - Introduction to form and shape of poems and how they shape meaning.				

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.