

# Curriculum Map

Subject: English

Year: 7



	Hopes & Fears	Identity	A Journey into the Elizabethan Era	Power & Hierarchy
Term	Autumn 1 & 2	Spring 1	Spring 2	Summer 1 & 2
Weeks	13	6	6	13
<b>Homework</b>	Every student in KS3 English has access to an online programme called Bedrock Vocabulary. This programme teaches vocabulary explicitly, whilst encouraging reading through a range of interactive activities where vocabulary is deliberately interwoven into a wide variety of aspirational, high quality and challenging fiction and non-fiction texts. This builds students' cultural capital, and expands their concept of the world at large, laying foundations for critical thinking and cultural awareness. Every student is expected to complete a minimum of two lessons every week and parents are able to monitor their child's progress with their own unique log in too. Students also have one written homework to support and consolidate classwork.			
<b>Reading logs and Library lessons</b>	Year 7 have reading logs that encourage the development of a reading habit and involve the parents in a reading partnership. They have a weekly reading task in the log and also log their reading time each week and get a parent/carer to sign off as part of homework. They also have a bi-weekly (once every two weeks) library lesson where book reading logs are discussed and monitored by teacher and new reading books chosen. They can also complete a lesson on Bedrock. The chrome books can be used to access Bedrock and the E library that is coming on line this term.			
<b>Class Reader To model reading to students and inspire with the story</b>	<b>'The Dark Lady' By Akala</b>		<b>'Northern Lights' by Philip Pullman</b>	
<b>Knowledge</b> Yr 7 is started with a novel that is accessible for all abilities and deals with topical and relevant issues to yr 7 pupils and builds on their ks2 reading ability: A	<b>'A Monster Calls'</b> <b>Patrick Ness</b>  Key Terms: Connotations, empathy, infer, allegory, symbolism, recurring motif, supernatural, narrative perspective, structure, foreboding.	<b>Poetry</b> <b>(Poems from other cultures)</b>  Key Terms: Rhythm, rhyme, syllables, stanza, simile, metaphor, couplet, imagery.	<b>Introduction to Shakespeare: The Tempest</b>  Key Terms: Soliloquy, act, scene, staging, lighting, pathetic fallacy, Globe Theatre, Elizabethan era, patriarchy,	<b>'Ghost Boys'</b> <b>Jewell Parker- Rhodes</b>  Key Terms: Epitaph, empathy, contrast, pathos, connotations, foreboding, prejudice, unconscious/conscious bias, discrimination.

Monster Calls.				
<p><b>Skills</b></p> <p>Students will revise/develop their use of metaphor/ simile and personification Will learn to show don't tell Will understand how to use quotations and how to use quotations to support their comments Will revise adjectives and verbs and how to use in a way that makes description interesting Students will be able to make simple inferences from the writer's language Students will chart the development of a theme in the novel Students will chart the development of a character Students will</p>	<p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>Summarising content clearly.</li> <li>Explaining and justifying opinions.</li> <li>Selecting and retrieving appropriate evidence to support ideas.</li> <li>Beginning to form clear and confident inferences.</li> <li>Beginning to understand how to explore connotations of words.</li> <li>Showing an awareness of the methods that writers use and beginning to consider the effect they have.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>Developing vocabulary</li> <li>Generally accurate spelling, punctuation and grammar.</li> <li>Some understanding of tone, style and register.</li> </ul>	<p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>Summarising content clearly. Students will know how to identify quotations and how to analyse them using the Flash criteria on a simple level.</li> <li>Students will be exposed to poetry from other cultures</li> <li>They will look at male and female writers Students will use writing techniques with increasing confidence and learn new structure techniques: enjambment, caesura, metre, blank verse, stanza</li> <li>Explaining and justifying opinions.</li> <li>Selecting and retrieving appropriate evidence to support ideas.</li> <li>Making clear and confident inferences.</li> <li>Gaining a confident understanding of exploring connotations of words with some support.</li> <li>Gaining a confident understanding of the methods that writers use and the impact they have.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>Developing vocabulary</li> </ul>	<p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>Summarising content clearly and confidently.</li> <li>Explaining and justifying opinions.</li> <li>Selecting and retrieving appropriate evidence to support ideas.</li> <li>Making clear and confident inferences.</li> <li>Gaining a confident understanding of exploring connotations of words with some support.</li> <li>Gaining a confident understanding of the methods that writers use and the impact they have.</li> <li>Beginning to make links between text and context.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>Students will know several key dates and facts about William Shakespeare's life and times</li> <li>They will learn about the Globe and the traditions of performance</li> <li>They will be introduced to the idea and conventions of Tragedy</li> <li>They will be introduced to the idea and conventions</li> </ul>	<p><b><u>READING:</u></b></p> <ul style="list-style-type: none"> <li>Summarising content clearly and confidently.</li> <li>Explaining and justifying opinions.</li> <li>Selecting and embedding appropriate evidence to support ideas.</li> <li>Making confident and insightful inferences.</li> <li>Possessing a confident understanding of exploring connotations of words independently.</li> <li>Possessing a confident understanding of the methods that writers use and the impact they have.</li> <li>Independently making links between text and context.</li> </ul> <p><b><u>WRITING:</u></b></p> <ul style="list-style-type: none"> <li>Using enhanced vocabulary to express viewpoints.</li> <li>Accurate spelling, punctuation and grammar.</li> <li>Possessing a confident understanding of tone, style and register.</li> </ul>

begin to understand tension		<ul style="list-style-type: none"> <li>• Generally accurate spelling, punctuation and grammar.</li> <li>• Gaining a confident understanding of tone, style and register.</li> <li>• Beginning to emulate writers' poetic style and understanding how to use figurative language effectively.</li> </ul>	<p>of Comedy</p> <ul style="list-style-type: none"> <li>• They will be exposed to a range of contextual factors from the Elizabethan era.</li> <li>• They will watch a play 'What you will' a mix up of all the plays, by the Globe Players in school time.</li> </ul>	
<b>Key questions</b>	What are your hopes and fears for this year? Why is it important to remind ourselves of our hopes and fears? What are the deep fears that Connor is facing? What do we learn about the consequences of allowing your fears to take over? How do the monster's tales serve an allegorical purpose?	What role does our cultural heritage play in shaping our identity? What issues do poets raise about dual identities? How is a reader's response constructed? What methods do writers use to communicate their wider message?	How does Shakespeare portray the Elizabethan identity? How did Shakespeare's context influence how he wrote? How does Shakespeare create an exciting opening to The Tempest? How does Shakespeare use language for effect and purpose? How does Shakespeare present relationships between characters? How does Shakespeare use elements of comedy and tragedy?	How does the context of the text shape our understanding? How is power established within society? What are the consequences when power is abused? How can we tackle unconscious bias within our society?
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Peer/self assessed mid unit test every 3 weeks.</li> <li>• Teacher assessed end of unit test covering knowledge of: plot, characters, key words and retrieval of quotations.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer/self assessed mid unit test in week 3.</li> <li>• Teacher assessed end of unit test in week 5: approaching an unseen poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer/ self assessed mid-unit test.</li> <li>• Teacher assessed end of unit test based on a taught extract.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer/self assessed mid unit test every 3 weeks.</li> <li>• Teacher assessed end of unit test covering knowledge of: plot, characters, key words, retrieval of quotations and exploding a quote.</li> </ul>

<b>Literacy/ Numeracy/ SMSC/ Character</b>	<p>In KS3, we teach a range of literature that develops students' spiritual development through discussion and debate. For example, the study of the texts such as 'Ghost Boys' and 'A Monster Calls' encourage the discussion of the difference between good and evil, the impact of our decisions on the wider society as well as developing the ability to empathise with characters. It enables students to take the opportunity to reflect on some of the topical issues we encounter within these texts and apply our discussions to issues they may be facing in their own lives.</p> <p>Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experimental.</p> <p>Students learn about respecting others through the study of poetry from different cultures. Many poems deal with conditions faced by those in impoverished or less fortunate situations, therefore students are able to appreciate different cultures and empathise. Researching the Elizabethan era further provides an opportunity for students to appreciate British history and culture and gain an understanding of its development through time.</p> <p>We also give students the opportunity to speak in different contexts and regarding a range of different real-life issues, applying learning to careers and life after school. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.</p>
<b>Enrichment opportunities and futures</b>	<ul style="list-style-type: none"> <li>- Globe theatre / London productions of Shakespeare's works.</li> <li>- Virtual tour of the Globe theatre.</li> <li>- Competitions to mark literary events: World Poetry Day, Roald Dahl Day, World Book Day.</li> <li>- Research project on the Elizabethan era.</li> <li>- Virtual author interviews during library lessons.</li> <li>-Globe players performing 'What you Will' in school for year 7 students</li> </ul> <p><b><u>Futures</u></b></p> <p><b>Employability Skills:</b></p> <ul style="list-style-type: none"> <li>Formality of writing</li> <li>Literary analysis</li> <li>Time management</li> <li>Presentation skills</li> <li>Critical thinking</li> <li>Cultural capital</li> <li>Reading for meaning</li> <li>Debate</li> <li>Self-management</li> <li>Fluent/ Articulate communication skills</li> </ul>

	<p><b>Career prospects:</b></p> <p>Education</p> <p>Human Resources</p> <p>Public Relations</p> <p>Business</p> <p>Writer/ Novelist</p> <p>Journalist</p> <p>Communications</p> <p>Civil Service</p> <p>Librarian</p> <p>Newspaper/ Print Journalism</p> <p>Acting/ Theatre</p>
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